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ABSTRACT

Adults in a multi-ethnic, small, rural school district were surveyed to determine their evaluation and expectations of district schools. Of the 301 respondents, 72% were Jicarilla Apache/other Indian, 14% Spanish/Mexican, and 14% Anglo; most were aged 19-45; 81% had completed high school; 76% were employed. Respondents rated the elementary, high, and parochial schools generally adequate, particularly in facilities, bussing, and teachers, but found counseling services unsatisfactory; strongly supported occupational training, personal finance classes, cultural heritage emphasis, and a substance abuse program; found lack of motivation, self-discipline, and parental involvement the most common impediments to education; rated high school graduation very important; and believed student goals should be good grades and preparation for further education and employment. Respondents recognized that parents have a primary responsibility for education and wanted the school system to teach basic skills. The survey's second part, answered by Jicarilla Apache tribal members, evaluated programs offered by tribal government and demonstrated need for better communication between residents, school system, and tribal government, and need for more adult education. Survey conclusions included the need to improve communication between school system and residents, to improve social behavior and educational climate, and to integrate native language and culture into the schools. (LFL)

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COMMUNITY EDUCATION

NEEDS ASSESMENT

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RC015518

DULCE, NM

DULCE PUBLIC SCHOOLS

COMMUNITY EDUCATION NEEDS ASSESSMENT

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March 1984

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INTRODUCTION

PURPOSE

Wanting to better understand what school district adults prefer the school system to offer in the way of curriculum, instructional strategies, student services, and other identifiable program components and features, the Dulce Public Schools entered into a contract with the University of New Mexico for assistance in planning and conducting this community education needs assessment.

PROJECT DESCRIPTION

The project consisted of five major components:

1. Finalizing the survey questionnaire
2. Designing the survey sample
3. Computerizing the data collected via the questionnaire
4. Analyzing the data treated in the computerized program
5. Reporting the survey results to the Dulce Public Schools

Work on the completion of these tasks began in late November, 1983, and was completed in March, 1984. The paragraphs which follow discuss how each of these five tasks was performed.

THE QUESTIONNAIRE/INTERVIEWS

Initial drafts of the survey questionnaire were prepared through the joint efforts of the Dulce Public Schools (DPS) and the Jicarilla Apache Division of Education (JADE), with the final edition being prepared by the Bureau of Educational Planning and Development (BOEPAD) and proofed by both DPS and JADE personnel. The questionnaire contained instructions for the interviewers and for respondents who might complete a copy of the questionnaire without an interviewer being present.

Preliminary survey planning discussions were focused on having 12 bilingual educational aides complete the questionnaires by interviews; in actual

practice, however, relatively few such interviews were conducted.

THE SAMPLE

Since virtually all of the residents of the Dulce Public School District live in the Dulce community, the sample was designed by prorating the number of questionnaires to be completed in each of the five sub-areas of the community to their relative adult populations:

Name of Sub-Area	No. of Questionnaires to be Completed
1. Central Part of Town	140
2. River Road Area	40
3. Ghost Town	40
4. China Town	40
5. Sales Barn Area	40
TOTAL	300

SURVEY PROCESS

In actuality, the survey was conducted more informally than originally intended. The process utilized entailed distributing about 500 copies of the survey questionnaire within the school district as outlined below.

1. At parent conferences. At tables located in the main entrance lobby, classroom aides interviewed parents attending parent conferences at both the elementary and secondary schools. The aides returned the completed questionnaires to the school district.
2. In homes. Aides went in the mornings to the homes of selected senior and unemployed citizens, leaving a survey questionnaire at each home, and explaining the purpose of the survey. The same aide returned to each home late the same morning and reclaimed the completed questionnaire, answering any questions the citizen might need answered to finish the questionnaire.
3. In BIA Buildings. An aide placed a copy of the questionnaire in every BIA employee's incoming mail box, along with an attachment which asked each employee to complete the survey questionnaire and leave it

with the BIA Agency Superintendent's secretary. She then gave the returned copies to the school district.

4. In Tribal Building(s) and Agencies. The same process was used in these places as was utilized in the BIA buildings.
5. At the Dulce Public Schools. Copies of the survey questionnaire were distributed to all faculty and staff members of both the elementary and high schools. These employees were given about two days to complete and return the survey forms to the principals (who gave them to the district office).
6. In general. Local newspaper articles, memos and letters were widely distributed to generate citizenry interest in participating in the survey.

This distribution/assistance/collection process generated the desired number of completed surveys (301, or approximately 60% of the questionnaires, were completed and returned). The process resulted in most of the questionnaires being completed without the assistance of an aide, and with more probably being completed by employed workers than by unemployed or self-employed persons. Since the aides were not with respondents at the time most of the questionnaires were completed, no double check could be made by aides on the residential locations of most respondents; this resulted in a sample being collected which does not distributionally match the designed sample (more about this later). This process probably also increased some of the problems that potentially result from using any survey instrument; incomplete questionnaires and misinterpreted questions are so noted in the analysis sections that follow.

COMPUTERIZATION

While respondents were completing the questionnaires and the district was forwarding them to BOEPAD, the BOEPAD staff proceeded to select and modify the computer program which was to be used for compiling and interrelating the data.

During the later part of January and the early part of February, the data from the questionnaire were keypunched into a University of New Mexico computer program and the final printout was received approximately one week later.

The data were "massaged" by a computer program called "SPSS", the latest edition of a statistical computer program for treating social science data. The data analyzers used these computerized data for preparing this report.

The data were analyzed by two staff members of BOEPAD, Kurt W. Knoernschild, a doctoral student in the Department of Educational Administration, and Dr. Richard F. Tonigan. The results of their analysis is reported in the next two sections of this document.

DATA ANALYSIS

Three hundred and one completed questionnaires were analyzed using the X edition of the Statistical Package for the Social Sciences (SPSS). All non-narrative responses were entered into the computer and frequencies of each response were requested. All narrative responses to questions requesting such comment(s) were tabulated and categorized, and several survey questions were recoded to accommodate these responses. Each question was then cross tabulated with the sex, age, and ethnicity variables, which resulted in three printouts with the question responses separated by the desired categories. As the responses were analyzed, additional cross tabulations were performed.

In this report the analyses of the questions are divided into Part I and Part II. Incorporated in Part I are the analyses of the responses to all of the questions which all survey respondents were supposed to answer. Part II includes the analyses of the responses to those questions which only members of the Jicarilla Apache Tribe were supposed to answer. The questions, responses to them and the related analyses are topically clustered in both Part I and Part II so that readers may simultaneously consider the responses to all closely related questions. Responses to the questions are presented in three standard

formats for easier understanding.

The first format is used for those survey questions which permitted the respondent to give only one answer. An example of this is Question 1, page 8. For questions of this type, the number of responses and percent these responses are of the total number of responses (rounded to whole numbers) are presented in the same format as the question was typed on the survey questionnaire. Initial comments about the overall response may follow. Then the responses are analyzed for (statistical) irregularities based on the cross tabulations sex, age, and ethnicity.* After the analysis by the three variables, either a summary statement will follow, or the analysis of a closely related question will follow. In the latter case, a summary statement may be presented covering more than one question, i.e. questions concerning a topical area such as homework or discipline.

The second format is used in presenting questions where multiple answers were allowed on the survey questionnaire. An example of this is Question 5, page 14. The number of responses and the percent of the total group of respondents (301) is shown. The responses to each question are then analyzed by sex, age, and ethnicity to develop a profile of the respondents. A summary statement concludes the analysis of each topical area.

The third format is used with questions presented in grids, for example, see Question 16 on page 30. The grid contains the percents (rounded to a whole number) of the total responses to each option which was included in the question on the survey questionnaire. Each line is then analyzed for irregularities based on sex, age, or ethnicity of the respondents. Summary statements conclude the analysis.

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*An irregularity (or deviation) occurs whenever the percentage of respondents in a particular cell (group) deviates at least six percent from the overall percentage for the same column or same row in which it is found (on the computer printout). A page attached to the computer printouts provides additional information on the statistical analysis process.

In each of these formats it is important to remember that anything not mentioned specifically (for example, sex) is presumed not to deviate significantly from that which occurs in the overall population of the school district.

REPORTING THE RESULTS

As this report was completed, plans were made for BOEPAD to present the results of the project to the DPS School Board and a JADE representative in Dulce on the evening of March 27, 1984. At this meeting BOEPAD delivered to Dulce:

1) A copy of each of the three computer printouts generated by this study.

2) All of the 301 completed community education needs assessment survey questionnaires.

3) Twenty (20) copies of the project report.

DATA ANALYSIS

QUESTIONNAIRE RESPONSES - PART I

The first part of the survey questionnaire was to be answered by adult members (age 19 and over) of all ethnic groups residing within the boundaries of the Dulce Public School District. The responses of the 301 respondents who returned completed survey questionnaires are analyzed in Part 1. (Later, in Part II, questionnaire responses are analyzed for those questions which only Jicarilla Apaches were supposed to answer.)

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DEMOGRAPHICS

Three variables answered in the first three questions provide the demographic variables sex, age, and ethnicity which are used to analyze all of the other questions.

Question 1

What is your age? (Interview people who are only 19 and over). Check one.

N	%	Age Range
78	26	19-26
89	30	27-35
87	29	36-45
38	13	46 & over
4	-	No answer
301	100	

There is a good representation of all age groups with the majority about equally divided between the first three groups.

Sex. There is a higher proportion (46%) of males in the 46 and older group than in any of the other age groups which each approximate the total population (37%).

Ethnicity. There is a higher proportion of young (19 to 26) Jicarilla Apaches and a lower proportion of older Jicarilla Apaches than would be anticipated by the overall percent. The opposite is true for Anglos, fewer 19 to 26, and more 46 and older, than would be anticipated. There are also fewer young (19 to 26) other Indians, but more 27 to 35-year-olds than would be expected.

Question 2

What is your race? Check one.

N	%	Race
178	60	Jicarilla Apache (Enrolled tribal member)
37	12	Other Indian Tribe(s)
35	12	Spanish or Mexican
43	14	Anglo
2	1	Other (Please specify) _____
4	-	No answer/don't know
299	99	

Jicarilla Apaches were by far the majority sampled, but there are sufficient representation of other Indians, Spanish and Mexicans, and Anglos to insure that their input is perceived. Of the two people responding "other", one specified "Black" and the other "mixed"; because this is such a small percentage and likely to be a skewed representation, the "other" responses are not considered in the ethnic breakdowns of the questions that follow.

Sex. There are a higher proportion of other Indian males (54%) and a lower proportion of Spanish males (27%) than would be anticipated by the sample total (37%). Correspondingly, there are a lower number of other Indian females than anticipated. There are still enough respondents in each cell to give a good representation.

Question 3

What sex is the person being interviewed? Check one.

N	%	Sex
108	37	Male
187	63	Female
6	-	No answer
301	100	

Although females outnumber males by over half, this still represents a good sample of both.

Summary. A cross tabulation of age by ethnicity by sex shows that the sample contains no Anglo males aged 19 to 26 and no other Indian females 46 and older. Despite these omissions, the sample provides a good opportunity to understand the responses of several different points of view within the Dulce community.

AREA OF RESPONDENTS' RESIDENCES

N	%	Area
94	31	Area 1
56	19	Area 2
64	21	Area 3
42	14	Area 4
45	15	Area 5
301	100	

Five areas in the Dulce community were identified in order to develop the sample for this questionnaire. Area 1, the center part of the community, was the most represented in terms of survey respondents, accounting for almost one-third (31%) of all responses received. The respondents in this area reflected the overall sex distribution of one-third male (34%) and two-thirds female (66%). There was a larger representation of older persons in this area than in any other area sampled (44% of the area respondents were 46 and older compared to the next high of 18% in both Areas 4 and 5). There was also a larger proportion of Anglos sampled in this area than in any other (55% as compared to the next high of 23% in Area 3).

Almost a fifth of the respondents (19%) were identified with Area 2, River Town or Shack Town. Here again the sex distribution reflected the overall of male and female (40 and 60%, respectively). Young people aged 19 to 16 were the age group most frequently responding to the survey from this area, accounting for 46% of the Area 2 respondents. This was the only area where people in this age category accounted for more than 25% of the population reached. Area 2 respondents were more likely to be Spanish or Mexican and less likely to be Anglo than other areas.

Respondents from Area 3, Ghost Town, accounted for 21% of the sample. Forty-one percent of the respondents were men and 59% were women, which was close to the overall breakdown by sex. Area 3 respondents were less likely to fall in the 46 and older category than might have been anticipated (10% of Area 3

respondents were in that age category compared with 21% of the total that this area represents). Those interviewed in Area 3 were less likely to be Spanish or Mexican and more likely to be Indians other than Jicarillas than the overall respondent sample (9% Spanish or Mexican and 46% Other Indian compared with 22% overall from Area 3).

Fourteen percent of the respondents were from Area 4, China Town. This area had the most even split of men and women responding, with percentages of 47.5% and 52.2% respectively; this was unusual when compared with the overall sample. In regard to age, the respondents in this area reflected the overall pattern of respondents with the majority concentrated in the 27 to 35 and 36 to 45 age groupings. This area represented the highest concentration of Jicarilla respondents (81% of all Area 4 respondents), although each ethnicity was represented in the area to an expected degree.

Area 5, the Sales Barn or South Area, was represented by 15% of the returned questionnaires. These responses showed the most uneven split between men and women of all the areas, 23% and 77% respectively. The distribution by age was much the same as that of the overall sample. The ethnic distribution showed a low number of "Other Indian" respondents, 3% as compared to 15%.

Summary. The overall sample population to some degree over-represents the views of those who live in Area 1 and to a lesser extent, Areas 2 and 3.

EMPLOYMENT

Question 4

What is your employment status? Check one.

N	%	Employment Status
218	72	Employed 21 hours or more per week
12	4	Employed 1 to 20 hours per week
34	11	Unemployed
21	7	Unemployed, but is a housewife
10	3	Unemployed, but is a student
6	3	No Answer
301	100	

Over three-fourths of the respondents were employed, with the great majority of them employed more than 20 hours per week.

Sex. About equal percentages of men and women reported they were employed more than 20 hours per week, 78% and 72% respectively. Slightly more women than men reported being employed less than 21 hours per week, 5% and 2% respectively. About twice as many men as women (16% and 9%) claimed to be unemployed. No men claimed to be a housewife, while 11% of the women put themselves in that category. There were an equal percentage of male and female students.

Age. There was a trend increasing with age for those reporting more than 20 hours employment, that is the 19 to 26 age group showed the smallest proportion (68%) and the 46 and older group showed the largest (87%) with the middle two groups about equally spaced in between. For those claiming less than 21 hours per week employment, the proportion of the 36 to 45 year-olds (6%) was about double that of each of the other groups. Of those claiming to be unemployed, there was a somewhat uneven distribution, with the 19 to 26 age group showing 15%; the 27 to 35 group, 8%; the 36 to 45 group, 14%; and the 46 and older group, 5%. Of those reporting themselves to be housewives, the 27 to 35 age group had double the proportion (12%) of either the 19 to 26 or the 36 to 45 groups (6% for both); there were no reported housewives in the 46 and older group. Of those reporting to be students, only one was older than 35, the majority of students being

divided about equally between the two youngest age groups.

Ethnicity. Of those reporting more than 20 hours a week employment, Anglos and other Indians showed a considerably higher proportion (90% in each case) than Jicarilla Apaches (66%) and Spanish or Mexicans (74%). Of those reporting employment between one and 20 hours per week, the Spanish and Mexicans showed a considerably higher proportion (11%) than any of the other groups, Jicarilla Apaches (3%), other Indians (5%), and Anglos (2%). By far the great majority of those reporting their employment status as unemployed were Jicarilla Apaches, representing 88% of all reported unemployed, and 17% of all surveyed Jicarilla Apaches. No other Indians surveyed reported they were unemployed; and only two Spanish or Mexicans and one Anglo reported they were unemployed. Those reported as housewives were fairly equally distributed ethnically. Ninety percent of those reporting student status were Jicarilla Apaches; the other 10% were Spanish or Mexican; there were no other Indians or Anglos surveyed who reported this status.

Summary. Of the questionnaire sample, young Jicarilla Apaches are the most likely to be unemployed, while Anglos are the most likely to be employed, most of them for more than 20 hours per week.

USE OF COMMUNITY EDUCATION SERVICES FOR YOUTH

Question 5

In which of the following programs do you have children enrolled? Check between one and five.

N	% of 301	Programs
35	12	Headstart
30	10	Day care
121	40	Dulce Elementary School
69	23	Dulce Jr./Sr. High School
23	8	St. Francis Elementary School
103	34	None of the above

Because of the multiple answers allowed by this question, no cumulative totals or percents are given. The analysis will also be somewhat different, being presented by each of the different options offered in the question.

Headstart. Of those who reported having a child enrolled in Headstart, 80% were women and 20% were men. Eighty-six percent of these parents were in the first two age groups, equally divided between the 19 to 26 and 27 to 35 groups. Three-quarters of these parents were Jicarilla Apache (77%), while each of the other ethnic groups was represented to a much lesser degree: other Indian 9%, Spanish or Mexican 9%, and Anglo 6%.

Day Care. Of the thirty parents who reported using day care, twelve (40%) were men and 18 (60%) were women. More than half of them (57%) were between 27 and 35 years old; the rest of them were in the 19 to 26 age group (27%) or the 36 to 45 age group (17%). Forty percent of these parents were Jicarilla Apaches, 23% were Anglo, 20% were Spanish or Mexican, and 17% were other Indians.

Dulce Elementary School. Eighty-six women (71%) and 35 men (29%) reported having children in Dulce Elementary School. Most of these parents were between 27 and 45 years old, accounting for 80% of the group; the remainder is made up of those 19 to 26 (12%) and 46 and older (7%). Most of these parents are Jicarilla Apaches (71%), while the other Indians (15%) and Anglos (11%) account for another one-fourth of the parents; only 3% of the respondents who had children in Dulce

Elementary School were Spanish or Mexican.

Dulce Junior and Senior High School. Twenty-five men (36%) and 44 women (64%) reported having children in the Junior and Senior High School. Sixty-two percent of these parents were in the 36 to 45 age group. Another third of the parents was divided between the 27 to 35 age group (15%) and the 46 and older group (17%). There were three 19 to 26 year olds (4%) who also reported having children in the Junior and Senior High School. Three-quarters of these parents were Jicarilla Apaches (75%), with the other quarter divided between other Indians (10%), Spanish or Mexicans (7%), and Anglos (7%).

St. Francis Elementary School. Eight men (35%) and 15 women (65%) reported having a child enrolled in St. Francis Elementary School. The makeup of this parent group is similar to that of the Dulce Elementary School parents, with the difference that this group is somewhat younger, 66% between 19 and 35 as compared with 50% for the Dulce Elementary parents. There are noticeable differences in the ethnic makeup of this group of parents as well: this group is noticeable less Jicarilla Apache (48% as compared with 71%) and much more Spanish or Mexican (26% as compared with 3%).

None of the above. Forty-five men (45%) and 56 women (56%) reported utilizing none of the listed programs. No attempt was made to differentiate the various reasons for lack of use. The largest proportion shown by any age group was 48% by the 19 to 26 year olds; this means they accounted for almost half of the other three age groups: 27 to 35 age group accounted for 20% of respondents who did not use any of the programs listed; the 36 to 45 group, 10%; and the 46 and older group, 21%. By ethnic identification, the group was 45% Jicarilla Apache, 11% other Indian, 18% Spanish or Mexican, 23% Anglo and 2% Other.

Summary. Overall Jicarilla Apaches were more likely to use one or more of these services than any other group noted. This was true of each program individually as well, except St. Francis Elementary School which is not as well utilized by Jicarilla Apaches, but is by Spanish or Mexicans.

EDUCATION OF RESPONDENT

Question 6

Have you earned a G.E.D. certificate? Check one.

N	%	Answer
221	83	No
44	17	Yes
36	-	No answer
301	100	

About one-sixth of those responding to this question answered that they had earned a G.E.D. certificate. Of those who indicated where they had earned their certificate, the responses were: Dulce (23), in the military (4), at a college or university (4), and at a high school other than Dulce (3).

Sex. Thirty percent of those who earned a G.E.D. certificate were men, the other 70% being women. These fairly accurately represent the proportions of men and women in the total questionnaire sample.

Age. Each of the age categories was represented in the group of G.E.D. recipients: 23% of them were 19 to 26, 27% were 27 to 35, 32% were 36 to 45, and 16% were 46 or older. These percentages are very similar to the overall percentages represented in this sample, which suggests that the same proportion of each age group has received G.E.D. certificates.

Ethnicity. Jicarilla Apaches were most likely to have earned a G.E.D. certificate, accounting for 88% of those responding that they had earned such. There were only one Anglo and one Spanish or Mexican who claimed to have earned a G.E.D. certificate.

Question 7

What is the highest grade level you have completed? Check one.

N	%	Educational Level
1	0	None
2	1	Grades 1-6
46	15	Grades 7-11
106	35	Grade 12 (earned a high school diploma)
62	21	Grades 13-15
44	15	Grade 16 (earned a Bachelor's degree)
25	8	Master's degree
5	2	Doctor's degree
10	3	No answer
301	100	

By far, the largest proportion of people surveyed had earned a high school diploma, but had not continued on for any further education. Although overall the results appear to present a normal distribution, further analysis yields some important results.

Sex. Men who responded to the questionnaire were better educated than women respondents. Men held 48% of the Master's degrees and 80% of the Doctor's degrees reported, as compared to the 37% of the sample that men represent. In the same regard, 72% of those in the second category (Grades 1-6) were women, compared with 63% of the overall population.

Age. There was a predictable trend for the older people to have achieved higher levels of higher education; some of the people in the 19 to 26 age group are just not old enough to have completed college. However, a considerably greater number of these young people have completed some college than would have been anticipated (39% to 27% of population). There is enough evidence to suggest that in this sample the younger people are becoming more and more educated.

Ethnicity. For Jicarilla Apaches, other Indians, and Spanish or Mexicans, the largest group of respondents had completed high school but no college; for Anglos the majority had earned a Bachelor's degree. Table 1 shows the breakdown of education by ethnicity for the respondents by number and percent of column. It appears that from the pool of respondents, the Jicarilla Apaches are the least edu-

cated with the majority ranging between a 7th-11th grade education and some college. The other Indians responding were the next most educated group with the majority falling between those having completed high school and those with some college experience. The Spanish and Mexicans showed a split pattern with the majority divided between those having completed high school and those who have earned a Bachelor's or Master's degree. The Anglo respondents show the highest education with the majority of the respondents ranging between having completed a Bachelor's degree and having completed a Master's degree.

TABLE 1

Cross Tabulation of Education by Ethnicity

Highest grade/Degree Completed	Jicarilla Apache (%)	Other Indian (%)	Spanish or Mexican (%)	Anglo (%)
None	1	-	-	-
Grades 1-6	1	3	-	-
Grades 7-11	21	17	9	-
Grade 12	42	32	35	12
Grades 13-15	26	31	3	9
Grade 16	7	6	18	52
Master's	1	11	32	22
Doctor's	1	-	3	5

Question 8

How many years did you live on the Jicarilla Apache Reservation prior to graduating from high school or receiving your GED certificate? Check one.

N	%	Response Options
17	6	Did not graduate/Don't have a GED certificate
80	27	0 years
33	11	1-5 years
13	4	6-10 years
15	5	11-14 years
44	15	16-20 years
71	24	More than 20 years
16	5	Don't know/No answer
11	4	No response
301	101	

Analysis by age and ethnicity shows very skewed patterns which indicate the likelihood of this question having been misunderstood by many of the respondents. No further analysis has been done.

Summary. This is a fairly well-educated sample, 81% of whom have a high school education or better, 46% of whom had at least some college experience.

FLUENCY IN APACHE

Question 9

How well can you speak the Apache language? Check one.

N	%	Rating
66	22	Very well
45	15	Moderately well
42	14	Only slightly
140	47	Not at all
8	3	No answer
301	101	

The sample was almost equally divided between those who spoke any Apache and those who spoke none at all.

Sex. There was no exceptional variance between men and women in their ability to speak Apache. For each category of ability, the breakdown parallels the overall population breakdown.

Age. Older respondents (36 to 45 and 45 and older) are twice as likely to speak Apache well than those in the two younger age groups, while these younger people are more than four times as likely to speak Apache only slightly. Those who responded that they do not speak Apache at all were divided between all age groups.

Ethnicity. Of the Jicarilla Apaches who responded to the questionnaire, 37% reported they spoke Apache very well, 24% said moderately well, 17% said only slightly, and 28% reported not at all. Of all the other groups, only Other Indians reported any real ability to speak Apache (8% said they spoke Apache moderately well). Over 85% of each of the three non-Apache groups identified reported no ability to speak Apache.

Question 10

How well can you understand the Apache language? Check one.

N	%	Rating
87	29	Very well
49	16	Moderately well
56	19	Only slightly
100	33	Not at all
9	3	No answer
301	100	

There was a noticeably higher number of people who reported an ability to understand Apache than those who said they could speak it.

Sex. Men and women showed about the same variation in their ability to understand Apache; no discrimination could be made from the sex of the respondents about their ability to understand the Apache language.

Age. Although there was a trend for older people to show more proficiency in understanding Apache, there was not as sharp a difference as the previous question showed. This is because younger people considered themselves more proficient in understanding Apache than in speaking it. Once again, all age groups were well represented in the category of those who did not understand any Apache (at least 35% of all age groups).

Ethnicity. Of the Jicarilla Apache respondents, nearly half (48%) reported they understood Apache very well, another 26% noted they understood moderately well, 17% reported only slightly and only 8% reported not at all. Of the other ethnic groups responding, the other Indians again showed greater ability with the Apache language, 8% reporting they understood it very or moderately well. Those who did not understand Apache at all represented 69% of the other Indians, 77% of the Spanish and Mexicans, and 81% of the Anglos.

Question 11

How frequently is Apache spoken in your home? Check one.

N	%	Frequency
17	6	Always (or almost always)
47	16	Quite often
97	32	Not very often
131	44	Not at all
9	3	No answer
301	101	

Some Apache is spoken in 54% of the homes of surveyed respondents.

Sex. There was basically no difference between how men and women answered this question.

Age. Of the 6% of respondents who live in a home where Apache is always (or almost always) spoken, more than half (53%) were 36 to 45 years old. In all of the age groups, the great majority of respondents lived in homes where Apache was spoken not at all or not very often.

Ethnicity. Of the Jicarilla Apache respondents, 10% lived in homes where Apache was always (or almost always) spoken, 25% in homes where it was spoken quite often, 44% in homes where Apache was not spoken very often, and 21% in homes where Apache was not spoken at all. Of the other ethnic groups, other Indians had the most frequent contact with Apache at home, with 6% from homes where Apache is quite often spoken, and 25% from homes where it is sometimes, but not often spoken. They had the lowest percentage of the non-Jicarilla ethnic groups of homes in which Apache was not spoken at all, 69% compared to 83% for Anglos and 91% for Spanish and Mexicans.

Summary. There seem to be more people with some fluency in the Apache language than there are situations which call for its use. Only 6% of the respondents reported living in a home where Apache was always (or almost always) used, compared with 22% who can speak Apache very well and 26% who understand it very

well. Even in the homes of 65% of the Jicarilla Apache respondents, Apache is spoken not very often or not at all. Coupled with the fact that the older respondents are the group who indicate the most fluency and are the most likely to use Apache at home, it appears that there is a loss of fluency with Apache occurring with each generation.

FLUENCY IN SPANISH

Question 12

How well can you speak the Spanish language? Check one.

N	%	Rating
29	10	Very well
18	6	Moderately well
73	24	Only slightly
172	57	Not at all
9	3	No answer
301	100	

Forty percent of the survey respondents indicated some fluency with spoken Spanish.

Sex. There was no noticeable difference between men and women among those who reported they speak Spanish very well. However, men are more likely than women to report they speak Spanish moderately well or only slightly.

Age. Those age 46 and older are more likely than other age groups to report a high degree of ability in speaking Spanish. They were also the only age group where more than half (56%) reported being able to speak Spanish to any degree; all other groups showed at least 58% who spoke no Spanish at all.

Ethnicity. Of the Spanish and Mexican respondents, 65% reported being able to speak Spanish very well, 24% reported they could speak Spanish moderately well, and 12% reported "only slightly"; no Spanish or Mexicans reported that they could not speak some Spanish. Of the other ethnic groups, 5% of the Jicarilla Apaches, 8% of the other Indians, and 10% of the Anglos reported being able to speak Spanish very well or moderately well. Seventy-four percent of the Jicarilla Apaches, 64% of the other Indians, and 50% of the Anglos responded that they could not speak Spanish at all.

Question 13

How well can you understand the Spanish language? Check one.

N	%	Rating
35	12	Very well
27	9	Moderately well
79	26	Only slightly
150	50	Not at all
10	3	No answer
301	100	

More respondents indicated ability to understand Spanish at each ability level than noted ability to speak Spanish.

Sex. As in Question 12, although there is no noticeable difference between men and women in those who understand Spanish very well or not at all, men are more likely than women to understand Spanish moderately well or only slightly.

Age. The trend for those older to have more ability with the language is once again evident, although not to the same degree as with speaking Spanish; 42% of the 19 to 26 age group have some understanding of Spanish, increasing to 46% of the 27 to 35 group, 54% of the 36 to 45, and 59% of the 46 and older.

Ethnicity. Of the Spanish and Mexicans, 97% understood Spanish moderately well or very well. Seven percent of Jicarilla Apaches, 15% of other Indians, and 23% of Anglos also rate themselves in that same category. Those who reported not being able to understand any Spanish at all represented 64% of the Jicarilla Apaches, 56% of the other Indians, and 41% of the Anglos.

Question 14

How frequently is Spanish spoken in your home? Check one.

N	%	Frequency
9	3	Always (or almost always)
21	7	Quite often
44	15	Not very often
217	72	Not at all
10	3	No answer
301	100	

One quarter of the respondents indicated that Spanish was spoken in their homes to some extent.

Sex. Women were three times more likely than men to report that Spanish was spoken always or quite often in their homes. There was no significant difference between men's and women's responses in the other categories.

Age. Of those who reported living in a home where Spanish was always (or almost always spoken, 44% were 19 to 26, and 44% were 46 and older, with no one aged 36 to 45 reporting living in such a home. Of those reporting living in a home where Spanish is quite often spoken, 41% were 19 to 26 and 36% were 27 to 35. Still, the great majority (at least 63%) of all age groups live in homes where Spanish is not spoken at all.

Ethnicity. Of the Spanish and Mexicans, 24% live in homes where Spanish is always (or almost always) spoken, 44% in homes where it is quite often spoken, 29% in homes where it is not very often spoken, and 3% where Spanish is not spoken at all. Of the other ethnic groups, 12% of the Jicarilla Apaches, 17% of the other Indians, and 31% of the Anglos live in homes where Spanish is spoken to some extent ("Not very often" or "Quite often").

Summary. Like Apache, there are more people with ability in Spanish than there are domestic situations where its use is required. Also similar to Apache, there is an age trend of the younger Spanish and Mexicans having less fluency with the language. However, the deterioration effect on fluency is not occurring to the same degree as it is with Apache.

LEARNING TWO LANGUAGES

Question 15

If you speak in two languages, which was the first language you learned to speak when you were a child?

N	%	First Language
86	29	Apache
87	29	English
17	6	Spanish
39	13	Learned two or more of the above languages at the same time
72	23	Don't know/No answer
301	100	

Although there is no way to cross-check accurately, it seems likely that many people failed to understand the first part of the question and therefore answered inaccurately. Given the answers to Questions 9 through 14, it seems unlikely that 229 people speak two languages. No further analysis was done.

RESPONDENT'S HIGH SCHOOL EXPERIENCE

Question 16

If you enrolled in any of the high school courses listed below, please rate how difficult each was for you. Place a check mark in the appropriate blanks. If you did not take a course, do not check any of the blanks in front of that course.

VERY DIFFICULT (%)	MODERATELY DIFFICULT (%)	NOT DIFFICULT (%)	DON'T REMEMBER (%)	COURSES (Total No. of Responses)
11+	33	36	19	Geometry(144*)
12	36	45	8	Algebra (214)
3	13	78	6	General Math.(223)
6	19	70	5	English (239)
4	19	71	6	American History (234)
4	15	59	21	Civics (150)
5	15	65	14	Government (176)
17	28	33	21	Spanish (140)
5	25	64	6	Biology (218)
16	33	30	20	Chemistry (130)
4	14	74	8	General Science (214)

*Numbers in parentheses represent total number of respondents to this item.

+All responses reported as percent of those who indicated a choice for that subject.

Overall, the subjects rated as most difficult were Spanish, Chemistry, Algebra, and Geometry. Those rated as least difficult were General Mathematics, General Science, American History, and English, which were also the course that the largest number of people took. Each course will be analyzed separately to uncover the effects of sex, age, and ethnicity on the answers.

Geometry. Men were more likely than women to rate Geometry as "not difficult"; conversely women were more likely to rate it "very difficult". Older people (36 to 45) were more likely to rate it "very difficult", and the youngest group (19 to 26) were less likely to find it difficult. This becomes a pattern throughout several of the answers, causing speculation about teaching methods or response

patterns. Jicarilla Apaches reported finding Geometry not difficult to moderately difficult. The majority of other Indians found Geometry not difficult, as did the majority of Anglos. Mexicans and Spanish found Geometry moderately difficult.

Algebra. There was no difference in the way men and women perceived Algebra, most of them agreeing that it was not difficult to moderately difficult. Older people were more likely to have considered it very difficult, especially when compared with the youngest group, the majority of whom felt Algebra was not difficult. By far the great proportion of each of the ethnic groups agreed that Algebra was not difficult to moderately difficult.

General Mathematics. Those who found General Mathematics very difficult were twice as likely to be men as women, although the combined group only represented 2% of the respondents. Seventy-seven percent of the men and 79% of the women agreed that General Mathematics was not difficult. Once again, the 36 to 45 age group was more likely than anticipated to rate the subject as difficult. However, looking at the majority of each age group, at least 73% of each reported General Mathematics to be not difficult. The same was true of the analysis by ethnic groups; each group had at least 76% who rated General Mathematics as not difficult.

English. One third of the male respondents rated English moderately difficult, while 79% of the women rated it not difficult; clearly the women found English easier than the men. The same pattern with regard to age appears in this response: the group that considers English very difficult contains more 36 to 45-year-olds and fewer 19 to 26-year-olds than would be expected. Otherwise the breakdowns by age groups approximate the overall population breakdowns, showing age not to be an important consideration for this response. Although the majority of each ethnic group rated English as not difficult, Jicarilla Apaches were more likely than any other group to rate English very difficult, and less likely than any other group

to find it moderately difficult.

American History. Analysis by sex showed no important difference in difficulty ratings by men or women. The 36 to 45 age group was again more likely to rank the subject as very difficult, although two-thirds of the group agreed with the majority from each of the other age groupings that American History was not difficult. There were no noticeable patterns by ethnic grouping that deviated from the overall results reported.

Civics. Women were slightly more likely to find Civics moderately difficult than men, although a proportionate number of each found it very difficult and not difficult. Everyone in the oldest group remembered Civics as not difficult. Otherwise, there were no important differences when the difficulty level was analyzed by age groupings. Jicarillas and other Indians were the only ethnic groups in which respondents reported finding Civics very difficult, but this accounted for only 7% and 5% of their respective populations. Jicarillas were noticeably less likely than the other groups to find Civics not difficult, 48% as compared with 76%, 63%, and 78%.

Government. There was no differential pattern of response to the difficulty of Government courses between men and women. No respondent 46 and older considered Government to be very difficult, while the same group showed the highest proportion (87%) of people who considered it not difficult. In the same type of pattern, no Anglos or Spanish or Mexicans considered Government to be very difficult, while more Jicarillas than would have been expected did consider it to be very difficult. Jicarilla Apaches also showed a much lower proportion of those who found it not difficult than did any other group.

Spanish. Men and women rated the difficulty of Spanish approximately in the same way. The different age groups also did not show much differentiation, except the pattern of the 36 to 45-year-olds to rate the subject as very difficult and

the 19 to 26-year-olds to refrain from rating it so. Sixty-five percent of the Spanish and Mexicans rated the subject as not difficult. The majority of Jicarilla Apaches and other Indians were divided between rating Spanish not difficult and moderately difficult. The majority of Anglos rated it as moderately difficult. This appears to be the only course that Anglos have rated with a higher level of difficulty than any other group.

Biology. Women are more almost twice as likely to rate Biology as very difficult than are men. None of the youngest group or the oldest group rated Biology as very difficult. Otherwise there was nothing exceptional about the patterns shown when the responses were analyzed by age, nor were there any deviant patterns when analyzed by ethnic group.

Chemistry. Men were more likely than women to rate chemistry both not difficult and very difficult; this suggests that men are more likely than women to find chemistry either relatively easy or difficult. Those respondents 46 and older were twice as likely to rate Chemistry as not difficult than any other group. There was no particular pattern noticeable from analysis by ethnic group, the majority of all groups rating Chemistry somewhere between not difficult and moderately difficult.

General Science. Women were more likely than men to rate General Science very difficult, while men were more likely to rate it moderately difficult; three-quarters of both groups, however, rated it as not difficult. The same age pattern is revealed as in other questions, with the youngest group least likely to report it as very difficult and the 36 to 45 age group more likely than expect to rate it very difficult. No Anglos reported finding General Science difficult, while 9% of Spanish and Mexicans rated it in that category, compared with 4% each for Jicarilla Apaches and other Indians. Overall however, the consistent majority of each ethnic group rated General Science as not difficult (Jicarilla Apaches = 73%, other Indians = 80%, Spanish and Mexicans = 74%, and Anglos = 80%).

Question 17

If you attended high school, how helpful did you find each of the following types of counseling information you received when you were in high school? Do not answer if you never attended high school. Check the appropriate blocks.

VERY HELPFUL (%)	MODERATELY HELPFUL (%)	NOT HELPFUL (%)	NOT PROVIDED (%)	INSTRUCTIONS (Total No. of Responses)
21*	32	13	34	Making application for college and/or vocational school (235)
17	26	25	33	Helping you decide on a vocational or professional goal (242)
12	26	22	40	Knowing the expenses of attending post-secondary schools (235)
13	34	19	35	Informing you about college/ vocational school life (234)
6	25	22	47	Budgeting funds wisely (233)
17	29	19	35	Availability of scholarships (231)

*All numbers represent percent of respondents making a selection for the item.

The largest response in each category reported that the services surveyed were not provided. Since this is the case with every category and since analysis of these responses shows no unusual deviation when cross tabulated by sex, age or ethnicity, the further analysis of these items will concentrate only on the first three choices.

Making application for college and/or vocational school. Most respondents found this practice to be moderately or very helpful. There was no difference between men and women respondent's answers. Young people (19 to 26) were more likely than other groups to rate this information as very helpful, while older people (36 to 45) were more likely to rate it not helpful. Jicarilla Apaches were more likely to rate this information as very helpful than of the other groups, particularly Anglos who were noticeably less likely to rate this information

very helpful.

Helping you decide on a vocational or professional goal. Slightly more respondents found this information to be moderately helpful than not helpful. There was no difference between men and women on their answers. The youngest age group (19 to 26) responded the most favorably to this question, being noticeably higher than expected in the very helpful and moderately helpful categories. This becomes a pattern throughout this series of questions. Anglos were less supportive of this practice than any of the other groups; all groups had more people choosing "Not helpful" than "Very helpful".

Knowing the expenses of attending post-secondary schools. This practice received the most negative response of those in the list; almost twice as many people found this service "Not helpful" as found it "Very helpful". Women were three times more likely than men to find the service very helpful, while men were twice as likely as women to rate it not helpful. The only noticeable deviation from the population proportions in the analysis by age was the repeating pattern of a higher proportion of young people (19 to 26) rating this service as very helpful. Other Indians were more likely than anticipated to rate this service as very helpful, while Anglos and Spanish and Mexicans were less likely than anticipated to choose "Very helpful".

Informing you about college/vocational school life. Almost half of the respondents found this service to be moderately or very helpful. Men were more likely than women to find this service not helpful. Once again young people (19 to 26) were more likely than anticipated to rate this information very helpful and moderately helpful. Jicarilla Apaches and other Indians were twice as likely as Spanish and Mexicans and five times as likely as Anglos to answer "Very helpful". Anglos were also more likely than anticipated to have found the information not helpful.

Budgeting funds wisely. There was a generally negative response to this item. Over three times as many respondents found it not helpful than very helpful. This pattern showed in both men's and women's answers. there being no noticeable difference between the two. Analyzing by age, there was an unanticipated portion of those 46 and older answering that they found the information very helpful. There was also a noticeably large proportion of those 19 to 26 responding that budgeting information was moderately helpful. The continuing pattern with ethnicity appeared in this response as well: Jicarillas were more likely, and Anglos and Hispanics and Mexicans less likely, to rate the service as very helpful.

Availability of scholarships. Almost half (46%) of the total respondents found this information to be helpful to some degree. Men were twice as likely as women to find the information not helpful. Once again, those in the youngest age group (19 to 26) tended to be more positive in their rating than other age groups. Jicarilla Apaches tended to rate the information more helpful, and Anglos, less helpful, than the overall population.

Summary. Overall, Anglos and Spanish and Mexicans tended to rate all of these counseling services as less helpful than Jicarillas and other Indians, and young people rated more positively than older. The services rated most helpful were making application for college and/or vocational school and the availability of scholarships. Apaches were more likely than other groups to rate their own high school courses as more difficult, while finding the counseling services they received to be more helpful. The reverse is true of Anglos, with Spanish and Mexicans echoing their sentiments, but not to the same degree. This information will be reconsidered with the assessment of the current school programs.

OCCUPATIONAL TRAINING

Question 18

When do you think students should start taking occupational training courses? Check one.

N	%	Response Options
107	36	During the 8th grade
80	27	During the 9th grade
45	15	During the 10th grade
25	8	During the 11th grade
14	5	During the 12th grade
12	4	After high school graduation
12	4	Don't know/no answer
6	2	No response
301	101	

There was a decreasing trend by grade for when respondents felt students should start taking occupational training courses, the majority responding that they should start in either the 8th or 9th grade. There was also a written comment from one respondent asking, "What about earlier than 8th grade?"

Sex. Women were more likely than men to suggest that students wait until 12th grade or after graduation to start occupational training.

Age. Younger people (19 to 26) were more likely than any other group to suggest that students wait until the 11th or 12th grade before starting vocational training. The 27 to 35 and 36 to 45 age groups felt exactly the opposite, with the 36 to 45-year-old group supporting beginning during the 8th grade.

Ethnicity. The breakdowns by ethnicity showed little difference from the overall population breakdown. The majority of each ethnic group agreed that occupational training should begin in the 8th or 9th grade.

Summary. Most of the respondents felt that students should start taking occupational training courses in the 8th or 9th grade. In a cross tabulation with employment status, those employed were more supportive of beginning earlier than those who were unemployed.

OBSTRUCTIONS TO EDUCATION

Question 19

In your best judgment, which three of the following reasons make it most difficult for students to secure an adequate education? Check three.

N	%	Responses
201	67	Lack of motivation
171	57	Lack of parental interest
181	60	Lack of self-discipline
8	3	Poor health
124	41	Lack of adequate preparation in earlier high school grades
9	3	Lack of adequate supplies and materials
51	17	Believing that education is not important to Jicarilla Apache tribal life
38	13	Other (Please specify):_____
5	2	Other (Please specify):_____
115	-	No response

Many respondents selected more than three answers to this question. Only three were coded into the computer, but where a fourth answer included a comment under "Other", it was recorded with the tabulation of written responses. Fifty-one responses were recorded under "Other". The largest group of these (14) suggested teachers made it difficult for students to receive an adequate education. The next largest group (6) commented that the students don't care, which was counted as additional support for lack of motivation. Tribal and family attitude was reported by six respondents as a reason students find school difficult. Another group (5) noted that "The kids have money anyway", while alcohol and drugs were cited by still another group (4). Other causes mentioned were: parents are not well-educated (1), administration (3), poor preparation (1), peer pressure (1), school doesn't motivate (1), culture shock when living off the reservation (for college) (2), pregnancy (2), students don't know the importance of education (3), and truancy (2). There were a large number of factors seen as making it difficult for students to secure an adequate education; however, the first three choices accounted for over 60% of all responses.

Sex. There was no apparent difference between men's and women's judgements about the reasons students find it difficult to secure an adequate education.

Age. There were also no apparent differences between the respondent's reasons that students find it difficult that could be traced to age differences.

Ethnicity. The first three responses which account for the majority of the respondents showed the expected distributions based on ethnicity. Of the eight people who felt poor health was a major contributing factor, seven were Jicarilla Apaches, the remaining one being Spanish. Jicarillas were also the group who proposed lack of preparation as a major factor, with Anglos and Spanish and Mexicans not represented to the extent expected. Jicarillas and other Indians were the only respondents citing the lack of materials and supplies. Anglos chose the response, "believing that education is not important to Jicarilla Apache tribal life," more than twice as often as any other group, with each of the other groups choosing this response less than would have been anticipated.

Summary. Lack of motivation was the most selected response for a reason that students find it difficult to secure an adequate education. It is interesting to note that the most supported responses, "lack of motivation" and "lack of self-discipline" are areas that are within the control of the student and generally outside of the control of the school. The latter is also true of the response that received the third most support, "lack of parental interest".

TEACHING PERSONAL FINANCE

Question 20

Should our schools have a course for teaching students how to plan and take care of their personal finances? Check one.

N	%	Answers
271	90	Yes
10	3	No
16	5	Don't know/don't care
4	2	No response
301	100	

Only 3% of those responding did not feel that teaching students how to handle personal finances was a good idea.

Sex. There was no apparent difference between the responses of men and women.

Age. There was no apparent difference in the responses of different age groups.

Ethnicity. There was no apparent difference in response based on the ethnicity of the respondents.

Summary. There is a large support base for a course in teaching personal finance.

IMPORTANCE OF HIGH SCHOOL GRADUATION

Question 21

How important is it to you that your child/children graduate from high school? Check one.

N	%	Answers
282	94	Very important
8	3	Moderately important
2	1	Not important
3	1	Don't know/don't care
6	2	No response
301	101	

Because of the overwhelming response to the "Very important" choice and the small number remaining in each of the other categories, the analysis will concentrate on the former, and only touch on the latter since the percentages are likely to be skewed.

Sex. The support for the importance of high school graduation comes equally from both sexes. Those who said it was moderately important were more likely to be women than men.

Age. Although all age groups were well represented in rating high school graduation very important, the youngest group (19 to 26) was a little more adamant in their support.

Ethnicity. At least 94% of each ethnic group supported high school graudation as very important. All of the other Indians supported this option, responding to no other choice. Of those who chose moderately important, seven were Jicarilla Apaches and one was Anglo. Of those who said it was not important to them if their children graduated from high school, one was Spanish or Mexican and one was Anglo.

Summary. The overwhelming response showed the high school graduation of their children to be very important to all groups surveyed.

HOMEWORK

Question 22

How often do you help your child/children with homework or other school work? Check one.

N	%	Frequency
135	45	Several times weekly
36	12	About once a week
8	3	About once a month
12	4	Less frequently
93	31	No answer
17	6	No response
301	101	

When compared with those who help their children to any extent, the proportion who help them several times weekly increases to 70%.

Sex. Although men and women are proportionally represented on all other answers, women were more likely to respond "About once a week" than men.

Age. The youngest and oldest age groups were more likely than the other two to have responded "No answer", probably because they do not have children in school. Over 70% of the respondents in the middle age groups helped children with homework once a week or more, and this increases to 90% when those who chose "No answer" are removed.

Ethnicity. When those who chose "No answer" were excluded from consideration, there was no difference in the frequency that different ethnic groups helped children with homework. Of those who did choose "No answer", there was a much higher proportion of Spanish and Mexicans than would have been expected.

Summary. Except for the response that women are more likely than men to help children with their homework about once a week, all other results could have been anticipated. The group of respondents that seems to have children in school appears to take a great deal of interest in their homework.

REPONSIBILITY FOR EDUCATION

Question 23

The primary responsibility for the education of children belongs to which of the following? Check one.

N	%	Group
118	39	Parents
19	6	Community
23	8	School
4	1	Children
128	43	One or more of the above
4	1	None of the above/Don;t know
5	2	No response
301	100	

Of those who chose a combination of factors, those who indicated which factors they were generally chose parents and school. Clearly parents have a primary responsibility for the education of their children in the minds of the Dulce community surveyed.

Sex. There was little variation in responses that was better understood from the breakdown by sex. The only item that seemed significant was that men were more likely to place primary responsibility with the school than were women.

Age. The only noticeable difference among the age groups was that only people 36 to 45 and older suggested that children had the primary responsibility for their own education.

Ethnicity. Jicarilla Apaches were almost evenly divided between responses that parents had primary responsibility and that there was shared responsibility between more than one group. Other Indians felt that there was shared responsibility; they were less likely than other groups to suggest parents had primary responsibility and more likely to answer that the community had primary responsibility. Spanish and Mexican respondents placed primary responsibility with the parents or shared. The majority of Anglos felt the responsibility was shared.

Summary. Clearly the survey respondents felt that parents had a responsibility to their children to see that they were educated. Many felt that this was a shared responsibility with the school.

GOALS FOR STUDENTS

Question 24

How important is it for students to be each of the following? Check one on each line.

VERY IMPORTANT (%)	MODERATELY IMPORTANT (%)	NOT IMPORTANT (%)	DON'T KNOW NO ANSWER (%)	ITEMS (Total No. of responses)
12	51	31	7	A good athlete (284)
75	22	1	3	A student getting good grades (290)
5	35	56	5	A popular student (283)
78	18	1	3	A student prepared for college/vocational school (286)
75	19	2	4	A student prepared for a good job (286)

This group felt it was very important for a student to be prepared for college or vocational school, be getting good grades, and be prepared for a good job.

A good athlete. Women were less likely and men more likely to rate being a good athlete as very important. Jicarilla Apaches were almost three times more likely than any other group to find this very important. No noticeable distinctions by age were detected.

A student getting good grades. There was a consistency across the breakdowns by sex, age, and ethnicity for all groups to feel that this goal was very important.

A popular student. There was no difference between the ratings of men and women. There was a clear difference of opinion based on age with both groups younger than 36 feeling that it was not important to be popular and both groups over 35 responding that it was moderately important. This same division reappeared in the breakdowns by ethnicity. The majority of Jicarillas and other Indians felt that it was not important to be a popular student, while the majority of Anglos

responded that it was moderately important. The majority of Spanish and Mexicans were divided between the two choices.

A student prepared for college or vocational school. There were no differences in responses that were attributable to differences in sex, age or ethnicity. All agreed that this was very important.

A student prepared for a good job. Ninety percent of all groups agreed that this goal was moderately to very important. No unexpected differences appeared in the analyses by sex, age, and ethnicity.

Summary. Questionnaire respondents felt that the most important student goals were academic (good grades) and preparation for both further education and employment.

TEACHING CHILD REARING

Question 25

Who should be responsible for teaching students about child rearing and care? Check one or more that apply.

N	%	Response Options
246	82	Parents
140	47	Schools
41	14	Churches
89	30	Public Health Service
1	0	None of the above
14	5	Other (Please specify):_____
15	5	Don't know/no answer

Eighty-two percent of the respondents felt parents should be responsible for teaching their children about child rearing. Almost half of those questioned felt schools also should have responsibility for teaching child rearing. Those who responded Other suggested tribal leaders, friends, community health representatives, the extended family, and the community. As each of the answers shows different patterns of sex, age and ethnic breakdowns, each choice is analyzed separately.

Parents. There were no unusual patterns in those who answered "Parents" when the data were analyzed by sex, age, or ethnicity.

Schools. Younger people (19 to 26) were less likely than other groups to suggest that schools should be involved in teaching child rearing. There were no apparent patterns by sex or ethnicity.

Churches. Men were more likely than women and older people more likely than younger people to suggest that churches assume some responsibility for teaching students about child rearing. A smaller proportion of Jicarilla Apaches and a larger group of Anglos than anticipated supported the church's having a role in this.

Public Health Service. There were no important trends in the breakdowns by sex and ethnicity. Of the various age groups, those 19 to 26 were less likely

than expected, and those 36 to 45, more likely to suggest that P.H.S. have responsibility in teaching students about child rearing.

Other. All of those who suggested another group were either Jicarilla or other Indian, and were more likely to be women than men.

Summary. The largest portion of respondents felt parents held the key role in teaching students about child rearing.

STRATEGIES FOR PARENT INVOLVEMENT

Question 26

How should parents take more responsibility for educating their children? Check those that apply.

N	%	Response Options
137	46	By attending more school board meetings
84	28	By having more authority in deciding school affairs
167	56	By participating in more Parent Advisory Committee (PAC) activities
88	29	By being helpful with extracurricular activities
28	9	By assisting at fund-raising activities
80	27	Other (Please specify):_____
32	11	Other (Please specify):_____
10	3	Other (Please specify):_____
24	8	Don't know/no answer

Involvement through the Parent Advisory Committee and the school board were the most suggested areas for parents to take more responsibility. Helping with extracurricular activities and having more authority in school affairs were selected by over a quarter of the respondents. Over a quarter of the respondents also made some other suggestions. A number of responses suggested the parents work with their children encouraging them, helping with homework, supporting education and school, insuring good attendance, and disciplining them when necessary. Several other responses suggested direct parent involvement with the school, attending parent-teacher conferences, visiting, and volunteering to assist in classes and the school.

By attending more school board meetings. There were no apparent differences by sex or ethnicity. Those respondents aged 36 to 45 were more likely than expected to suggest working through the school board; those in the 27 to 35 age group were less likely to choose this option.

By having more authority in deciding school affairs. There were no unexpected age or ethnicity patterns in the analysis. Men were more likely than women to suggest that parents have more authority in deciding school affairs.

By participating in more Parent Advisory Committee (PAC) activities. This choice received the most support as the way parents should take more responsibility for their children's education. There were no differences found in the analyses by sex, age, or ethnicity.

By being helpful with extracurricular activities. Analyses by sex and age failed to show any deviance. In the analysis by ethnicity, Jicarilla Apaches were much less likely to select this means of involvement than anticipated, but this was somewhat offset by the higher than anticipated response of the Spanish and Mexicans.

By assisting at fund-raising activities. Women were more likely than men to suggest that parents participate in fund-raising. Those 36 to 45 were less likely than anticipated to suggest this option. Jicarilla Apaches were also less likely to choose this option, but this was again somewhat compensated by the greater than expected support of Spanish or Mexicans.

Other. The 122 people who provided other suggestions were primarily female, Anglos or Spanish and Mexicans, and between 27 to 45 years old. Jicarilla Apaches and other Indians were represented to a much smaller degree than expected, as were people in the 19 to 26 age group.

Don't know/No answer. Older people (36 to 45) were less likely to have failed to answer. Young people (19 to 26 and 27 to 35) were more likely to choose this alternative. Also Jicarilla Apaches were more likely not to have an answer about strategies for better parent participation, and Anglos were least likely to have no opinion.

Summary. The two most supported strategies for increasing parental involvement in their children's education were working with existing policymaking bodies (school board and PAC). The "other" suggestions, which were the next most numerous, involved parents working directly with students or becoming involved directly with the school program or staff.

PURPOSE OF SCHOOLING

Question 27

What do you think the purpose of the school should be? Check one.

N	%	Purposes
172	57	To teach basic skills to all students (reading, writing, language, and math)
43	14	To prepare all students so that they can get jobs.
51	17	To prepare all students for college
19	6	To do something else (Please specify):_____
6	2	Don't know/no answer
10	3	No response
301	99	

Instead of checking only one option, several people chose more than one. In this case, there was assumed to be a hierarchical progression and the last answer was the one coded. Therefore, it is all the more surprising that the first alternative is the one that the majority supported.

Of those who answered "Other", a majority noted that the purpose of school should be a combination of two or more of the first three. A large group noted that the purpose of school should be to teach life skills, and several noted that the purpose should be to foster self-awareness in the students.

Sex. Men were more likely than women to indicate the purpose of the schools should be to teach basic skills, while women were more likely to indicate that the purpose should be to prepare students for jobs or college.

Age. Three-quarters of the people over 45 (76%) felt that schools should teach basic skills, compared with not more than 58% of any other group. Young people (19 to 26) were the most likely of any group to suggest that schools should prepare all students for college; this support showed a trend of decreasing as age increased.

Ethnicity. Jicarillas were the most supportive (20%) and Anglos the least supportive (2%) of the purpose of schools being to prepare all students for college. Anglos were also three times as likely as the next highest group to answer "Other."

Summary. The overall sense received from the responses is that schools have more than one purpose, and some of those purposes will not include all students. But the one purpose that does include all students is the teaching of basic skills.

PROBLEMS AFFECTING STUDENTS

Question 28

Please rate the extent to which the problems listed below affect the the school(s) attended by your child/children. Check the appropriate blanks.

VERY SERIOUS (%)	MODERATELY SERIOUS (%)	NOT SERIOUS (%)	NO ANSWER DON'T KNOW (%)	PROBLEMS (Total No. of Responses)
48	24	8	20	Dropout rate (267)
41	34	12	13	Level of learning (264)
44	32	11	12	Parental interest (266)
56	23	6	15	Student absences (268)
48	27	12	13	Discipline (266)
50	23	10	17	Drug abuse (268)
57	19	8	15	Drinking (264)
45	30	12	13	Parental control (265)
41	37	11	11	Student behavior (266)

All of the problems were rated very serious or moderately serious by at least 72% of the respondents. There does not seem to be any appropriate way to compare them in terms of more or less serious; they are all considered serious.

Dropout rate. Those who considered the dropout rate to be not serious were more likely to be men, 27 to 35 years old, and Spanish and Mexican and other Indian. Anglos and Jicarillas were more likely to consider the dropout problem as serious.

Level of learning. There were no differences between how serious men and women rated the problem of learning levels. Those who considered the problem to be not serious, (12 percent overall) were more likely to be 27 to 35 years old and Anglo or other Indian.

Parental interest. Anglos were more likely than other ethnic groups to see this as a very serious problem, as were those aged 36 to 45. Those who rated this problem as not serious were more likely to be young (19 to 26) and other Indian or Spanish or Mexican.

Student absences. Over 55% of both men and women felt student absenses were a very serious problem. There was a positive trend related to age, the older the respondents, the more serious a problem they felt absenses to be. Anglos were the most likely, and Spanish and Mexicans the least, to rate student absenses as not serious.

Discipline. There were no apparent differences between men's and women's responses. Young people (19 to 26) were more likely to consider discipline a moderately serious problem and less likely to consider it not serious than other age groups. Those who considered discipline a not serious problem were more likely to be 27 to 35 and Anglo.

Drug abuse. Respondents aged 36 to 45 were more likely than any other age group to rate the drug abuse problem as very serious. Those who rated the problem as not serious were more likely to be 27 to 35, and Anglo, and less likely to be Jicarilla Apache than would be anticipated.

Drinking. The only differences showed up in how different groups responded to the "Not serious" option. Those aged 27 to 35 were more likely, and those age 36 to 45 less likely, to consider the drinking problem not serious. Anglos and other Indians were also more likely, with Jicarillas less likely than anticipated to respond that the problem was not serious. This is essentially the same pattern that occurred for drug abuse.

Parental control. Men were less likely than women to rate parental control as moderately serious and more likely to rate it as not serious. Older people were most likely to consider it very serious, and younger people most likely to rate it not serious. There were no trends by ethnicity.

Student behavior. There were no obvious discrepancies between men's and women's responses. Of those who considered the problem very serious were Spanish and Mexicans and those aged 27 to 35 showed the least support for this choice. Those aged 27 to 35 showed the most support for rating the problem not serious,

while Anglos and other Indians showed more support than the other groups for considering the behavior problem not serious.

Summary. Overall Jicarilla Apaches show a higher concern that all of the problems are serious, while other groups seem to be more selective about their rating of the problems.

RATING THE SCHOOLS

Dulce Elementary School

Question 29

Rate only the Dulce Elementary School on the items listed below: Check one blank for each item.

POOR (%)	ADEQUATE (%)	GOOD (%)	NO ANSWER DON'T KNOW (%)	ITEMS (Total No. of Responses)
13	39	22	26	Extracurricular activities (262)
6	36	38	20	Teachers (265)
9	36	29	25	Size of classes (265)
3	28	50	20	Facilities (264)
19	31	26	24	Administration (262)
7	36	31	26	Curriculum (261)
9	32	34	25	Teaching methods (261)
14	32	27	27	Student-teacher relationships (263
35	24	12	29	Parent participation (262)
24	32	19	24	Discipline (264)
5	35	40	20	Transportation system (260)
11	34	29	26	School cafeteria food (263)
9	36	32	24	School health services(262)

Overall, the respondents felt the Dulce Elementary School was more Good than Poor, the majority in most cases being clustered around Adequate. The exceptions to this that were considered better than the majority were facilities, teachers, teaching methods, and transportation system. Those that were rated poorer than the majority were parent participation and discipline.

Extracurricular activities. A higher proportion of women considered extracurricular offerings at the elementary school poor, and a higher proportion of men, good, than would have been anticipated in either case. There was a higher proportion of 27 to 35-year-olds in the group that considered extracurricular activities poor than was expected. There was a higher proportion of 19 to 26-year-olds that considered Dulce Elementary School's extracurricular activities good

than would have been anticipated, somewhat offset by a lower proportion of the 36 to 45 age group than expected. The Spanish and Mexican group was the only one in which the majority said that extracurricular activities were good, the majority of all other ethnic groups felt that they were adequate, with the Jicarillas and other Indians leaning more toward good, and the Anglos slightly more negative (poor) than positive (good).

Teachers. Those who felt that teachers were poor were twice as likely to be women as men. No one 46 and older rated the teachers as poor, although nearly 35% of this age group reported they did not know how the teachers were. The largest portion of Jicarilla Apaches rated teachers as adequate, while the largest part of each of the other ethnic groups rated teachers as good.

Size of classes. There were no distinctions in answers by sex. Of those who rated class size poor, the 27 to 35 and 46 and older age groups were twice as prevalent as the 36 to 45 group and ten times as numerous as the 19 to 26 age group. The largest group of Jicarillas and other Indians rated class size adequate, while the Spanish and Mexicans and Anglos rated it good.

Facilities. Proportionately more men than women made up the group that rated the facilities good. No 19 to 26-year-old rated the facilities poor. The largest portion of each ethnic group rated the facilities good; the only groups to rate the facilities poor were Jicarillas and Anglos.

Administration. There were no apparent differences between the answers of men and women. Respondents 19 to 26 and 46 and older were least likely to rate the administration poor; those 36 to 45 were most likely. The youngest group (19 to 26) was the only one in which the largest part rated the administration good. The largest part of the Jicarilla Apaches and other Indians rated the administration as adequate; Spanish and Mexicans were divided between good and not knowing; the largest group of Anglos rated the administration as poor.

Curriculum. Fewer males than anticipated rated the curriculum as poor. The difference between the age groups appears among those who rated the curriculum poor (7% overall); those 27 to 35 were three times more likely to find the curriculum not to their liking as either of the two older groups. The largest part of Jicarilla Apaches and other Indians rated the curriculum adequate; the Spanish and Mexicans were divided between good and not knowing; and the Anglos for the most part found the curriculum at Dulce Elementary School good.

Teaching methods. The patterns of responses to this item are the same as they were to the last item, causing some speculation about the ability to discriminate curriculum from teaching methods. Males were less likely to rate the teaching methods poor than females were. Those 27 to 35 were at least twice as likely to rate the teaching methods poor as those in the two older groups. The largest portion of Jicarillas and other Indians judged the teaching methods adequate; the Spanish and Mexicans and the Anglos rate them good. There was a great deal of division between these ratings.

Student-teacher relationships. Men were less likely to rate student-teacher relationships poor than would have been expected. Those in the oldest age group were the least likely to rate teacher-student relationships as poor than would have been expected. Those in the oldest age group were the least likely to rate teacher-student relationships as poor. The largest group of Jicarillas was divided between adequate and not knowing, while the largest group of other Indians reported Student-teacher relationships were adequate. Spanish and Mexicans were divided between good and not knowing, and Anglos were divided between adequate and good.

Parent participation. There was no difference in responses based on sex. The youngest group was the least likely to rate parent participation poor and the oldest group was least likely to rate it good. When divided by ethnic group, the largest part of each group rated parent participation poor although the Anglos'

proportion (51%) was considerably greater than the Jicarillas' (30%) with the two other groups in between (other Indians, 37%, and Spanish and Mexicans, 41%).

Discipline. Men and women responded proportionately the same to the ratings of discipline at Dulce Elementary School, although men were about twice as likely to say that they did not know. When analyzed by age, the largest portion of each of the three younger groups feels that discipline is adequate; the largest part of the 46 and older group that rates discipline sees it as poor. Analyzed ethnically, the largest part of the Jicarillas and other Indians view discipline as adequate; the Spanish and Mexicans are divided between adequate and not knowing; and the Anglos are divided between poor and adequate.

Transportation system. The majority of the differences that can be found are from the analysis of the 5% who rated the transportation system poor. Men are less likely than women to rate the transportation system poor. The oldest and youngest age groups are least likely, and those 36 to 45, most likely, to rate the transportation system poor. No Anglos or other Indians and only one Hispanic rated the transportation system poor. The majority of Spanish and Mexicans and the largest group of Anglos rated the transportation system good, while the majority of Jicarillas were divided between good and adequate and the largest portion of other Indians chose adequate.

School cafeteria food. Again the patterns are revealed in the group who responded that school cafeteria food was poor (only 11% overall). This group is more likely to contain women, less likely to have older people, and most likely to be Jicarilla Apache. The largest part of the Jicarillas and other Indians said that the food was adequate; the largest group of Spanish and Mexicans and Anglos said the food was good.

School health service. Women were more likely to rate the health service good than men were. Younger people (19 to 26) were less likely to rate the service as adequate, and somewhat more likely to rate it good. The oldest group was the least likely to rate the service as poor. The largest group of Jicarillas and other Indians rate the health service as adequate, while the largest part of the Anglos and Spanish and Mexicans rated it good.

Summary. As far as overall trends, the youngest and the oldest group gave higher ratings than the two middle groups, which are the ones that have the most children in school. Jicarilla Apaches and other Indians were the most consistent, rating everything adequate; Anglos and Spanish and Mexicans were much more likely to discriminate between segments of the school's program and rate differentially.

Dulce Junior/Senior High School

Question 30

Rate only the Dulce Jr./Sr. High School on the items listed below: Check one blank for each item.

POOR (%)	ADEQUATE (%)	GOOD (%)	NO ANSWER DON'T KNOW (%)	ITEMS (Total No. of Responses)
9	36	22	33	Extracurricular activities (251)
9	35	27	30	Teachers (251)
7	37	23	34	Size of classes (252)
6	32	33	29	Facilities (250)
10	33	27	31	Administration (252)
9	37	20	34	Curriculum (250)
12	28	24	35	Teaching methods (249)
10	34	21	35	Student-teacher relationships (252)
32	22	11	35	Parent participation(248)
25	29	10	36	Discipline (249)
4	30	37	29	Transportation system(249)
11	31	25	34	School cafeteria food(248)
11	32	22	36	School health service(248)

Overall, the high school did not receive as positive a rating as did the elementary school, although opinions appear to be overall more good than poor. The percentage of those who reported not knowing about various items is comparable for the high school and the elementary school. Those items about the high school that were given higher ratings were the transportation system and the facilities. Those items given much lower rating overall were parent participation and discipline.

Extracurricular activities. Assessment of the extracurricular activities at the Junior/Senior High was very divided. The largest groups of Jicarilla Apaches and Spanish and Mexicans rated them adequate, while the same groups of other Indians and Anglos said they didn't know. The youngest group (19 to 26) was the most likely to rate them adequate (45% of those in that age category) while

the next youngest age group (27 to 35) was the least likely to rate these offerings as adequate (only 25% of that age group). There were no differences between men's and women's responses.

Teachers. Men were more likely than women not to know how to rate the high school teachers. Respondents 27 to 35 years old were those most likely not to know how to rate the teachers, along with those 46 and older, who were also the least likely to rate them adequate. The 36 to 45 age group was the most consistent toward teachers, with 43% rating them adequate. The largest group of Jicarillas rated the teachers as adequate. The Spanish and Mexicans were divided between adequate and good and the Anglos were divided between a good and not knowing. The largest group of other Indians did not know how to rate the Junior/Senior High School teachers.

Size of classes. There were no differences from the analysis by sex. Analyzing by age, those aged 27 to 35 were the least likely to rate the class size as good, while the oldest group was most likely to respond that class size was good. The majority responses were again sharply divided by ethnicity, the Jicarillas and Spanish and Mexicans rating class size as adequate, while the other Indians and Anglos did not know enough to be able to rate it.

Facilities. There were no important differences between men's and women's responses. There was a positive age trend with the adequate response; that is the older that respondents were, the greater likelihood that they would rate the facilities adequate. The 27 to 35 group was noticeably more uninformed than any other group. The largest group of Spanish and Mexicans rated the facilities adequate. All other ethnic groups were divided between two choices, the Jicarillas between adequate and good, and the Anglos and other Indians between good and not knowing.

Administration. There were no differences based on sex. Respondents 27 to 45 years old were most likely to rate the administration as poor, while those

19 to 26 and 45 and older both showed less criticism of the administration than would have been anticipated from a normal distribution. The 27 to 35 age group was the least likely to rate the administration as good. The largest group of Jicarillas rated the administration as adequate, while the largest group of other Indians was divided between adequate and not knowing. The largest group of Spanish and Mexicans rated the administration as good, and the corresponding group of Anglos felt that they did not know enough to rate the administration.

Curriculum. There were no important patterns from the analyses by age and sex, but the ethnicity breakdown again showed sharp contrasts. The largest group of Jicarilla Apaches and the majority of Spanish and Mexicans rated the curriculum as adequate, while the largest groups of other Indians and Anglos did not know how to rate the curriculum.

Teaching methods. There were no differences between men's and women's responses. The 36 to 45 age group was supportive of the high school teaching methods, being the least likely to rate teaching methods poor and the second most likely to rate them as good. The 27 to 35 age group was the most likely to rate teaching methods poor. By ethnicity, the Jicarillas were divided between adequate and not knowing; the other Indians did not know how to rate the teaching methods; the Spanish and Mexicans were divided between adequate and good; and the Anglos did not know.

Student-teacher relationships. Analysis by sex showed no differences. The 36 to 45 age group rated themselves the most knowledgeable and rated these relationships adequate, while the 27 to 35 age group rated themselves as greatly uninformed. Forty-one percent of the Jicarillas rated student-teacher relationships adequate, while 45% of the other Indians and 47% of the Anglos felt they did not know. The Spanish and Mexicans were divided between adequate and good.

Parent participation. There were no large differences between men's and women's responses. Once again the 36 to 45 age group was the most informed and

rated the participation as poor to adequate. A very different pattern than what had been occurring appeared in the ethnic breakdown. The largest group of Spanish and Mexicans reported parent participation as poor, while the majority of Anglos and Jicarilla Apaches was divided between not knowing and rating parent participation poor. Only other Indians did not have a large portion answering they felt parent participation was poor, their largest group responding that they did not know.

Discipline. There were no differences between men's and women's responses. Those 46 and older were the most supportive of discipline at the Junior/Senior High School, being the least likely to rate it as poor, and the most likely to rate it as good. The largest group of all respondents was the 36 to 45-year-olds who felt discipline was adequate. The largest portion of three of the ethnic groups, Jicarilla Apaches, other Indians, and Anglos, did not know how to rate discipline. The Spanish and Mexicans rated it as adequate. Of the groups that did not know, the next largest group's ratings were: Jicarilla, adequate; other Indian, poor to adequate; and Anglo, poor.

Transportation system. Those who rated the transportation poor were twice as likely to be women as men, and were more likely to be younger (less than 35) than older (over 36). Only Jicarilla Apaches and one Spanish or Mexican rated the transportation poor. Overall, Jicarillas rated the system adequate to good, and Spanish and Mexicans found it good. Other Indians and Anglos were divided between good and not knowing.

School cafeteria food. Men were more likely to respond that they did not know how to rate the cafeteria food. Of those who did rate it, women were three times as likely as men to rate the food as poor. There were no noticeable differences among age groups. Once again there were at least two groups whose largest portion of respondents answered they did not know, Anglos and other Indians, while

Jicarillas were divided between not knowing and adequate. The majority of Spanish and Mexicans rated the cafeteria food as good.

School health service. There were no important patterns by age or sex. Jicarillas and other Indians were divided between not knowing and rating the health service adequate. Spanish and Mexicans rate it good, and Anglos did not know.

Summary. The preponderance of people who did not know how to rate the various areas supports the rating of poor parent participation. The majority of areas that were rated were found to be at least adequate.

St. Francis Elementary School

Question 31

Rate only the St. Francis School on the items listed below. Check one blank for each item. Do not answer if you do not have any children enrolled at St. Francis School.

POOR (%)	ADEQUATE (%)	GOOD (%)	NO ANSWER DON'T KNOW (%)	ITEMS (Total No. of Responses)
17	62	21		Extra-curricular activities(24)
	17	83		Teachers (24)
	17	83		Size of classes (24)
17	54	29		Facilities (24)
	38	62		Administration (24)
4	29	67		Curriculum (24)
	25	75		Teaching methods (24)
	22	78		Student-teacher relationships(24)
4	17	79		Parent participation (24)
4	25	71		Discipline (24)
21	42	37		Transportation system (24)
4	42	54		School cafeteria food (24)
25	25	33	17	School health service (24)

Overall, the St. Francis Elementary School has a much more positive response than either of the two public schools. Other research has shown that parents who choose to send their children to a non-public school have a more positive response to the school than parents of public school students do to the public schools.

Because respondents were limited to those who have children enrolled in St. Francis, the total number of respondents is only 24, and their sex, age, and ethnic characteristics are somewhat different from the total population. There are a smaller percentage of males in this group, 33% compared to 37% for the total population. There is a much smaller proportion of 19 to 26-year-olds (8% compared with 26%) and a much larger proportion of those 27 to 35 (50% compared with 30%); the other two age groups remain in the proportion (29% for those 36 to 45 and 13% for those 46 and older). Ethnically, there are fewer Jicarillas (42% compared

with 59%), but more Spanish and Mexicans (25% vs 12% in the overall population) and more Anglos (21% vs 14%). Other Indians are the same proportion (12%) in both samples.

Extracurricular Activities. Men were twice as likely to rate extracurricular activities poor than women. There were no important differences by age or ethnicity.

Teachers. No group rated teachers as poor. The majority of all groups in the analyses by sex, age, and ethnicity were strongly supportive of rating St. Francis teachers as good.

Size of classes. Those who rated class size as adequate were twice as likely to be men as women, more likely to be older (over 36) than younger, and most likely to be Spanish. Only one Jicarilla and no other Indians or Anglos rated the class size less than good.

Facilities. Men were more negative regarding the facilities than women were, six times more likely to rate them as poor, and 3 times less likely to rate them good. Those aged 27 to 35 were the most negative age group regarding St. Francis' facilities. Other Indians were the most positive in their assessment of the facilities, 33% rating them adequate and the other 67% rating them good; all other groups had at least one response of poor.

Administration. Men were two and a half times more likely to rate the administration adequate, and women were twice as likely to rate it good. There were no important trends based on age. The majority of other Indians and Jicarillas rated the administration as good, while Anglos were divided between adequate and good, and Spanish and Mexicans chose adequate.

Curriculum. The one person who rated the curriculum poor was a Spanish or Mexican male between 36 and 45, pointing out several trends. Men tended to rate the curriculum slightly more negatively than women; those 36 to 45 tended to be the

strongest critics of the curriculum, and the Spanish and Mexicans were more negative than any other ethnic group.

Teaching methods. There were no deviations noted from the analyses by sex or age. Spanish and Mexicans were divided in their ratings between adequate and good. The Jicarillas were the only other group where any respondents chose adequate; by far the largest portion (70%) of Jicarilla Apaches (and 100% of other Indians and Anglos) thought that the teaching methods used at St. Francis were good.

Student-teacher relationships. Men were more complimentary in their rating than were women. There were no important differences among age groups. All Jicarilla Apaches and Anglos thought that student-teacher relationships were good. No group rated them less than adequate.

Parent participation. The one person who thought parent participation was poor was a Jicarilla male between 27 and 35. The majority of all groups in the breakdowns by sex, age and ethnicity thought that parent participation was good.

Discipline. Probably the same young Jicarilla male rated discipline at St. Francis as poor, while the majority of all analyzed groups except those 46 and older thought that discipline was good. The majority of the oldest group rated discipline as adequate.

Transportation system. Men were three times as likely as women to rate the transportation system poor and half as likely to rate it good. There were no important breakdowns by age, and the breakdown by ethnicity was so scattered to make analysis almost meaningless except to say that Jicarilla Apaches and Anglos have a more positive view of the transportation system than other Indians and Spanish and Mexicans.

School cafeteria food. One Jicarilla male between 36 and 45 rated the food as poor. There was no other noticeable pattern by sex. The 36 to 45-year-old

respondents were more critical of the food than any of the other groups. The majority of Jicarillas, other Indians, and Anglos rated the food good; the majority of Spanish and Mexicans thought it was adequate.

School health services. This is the only category where any respondents indicated not knowing; those who did were all women, the only significant difference from the analysis by sex. Once again the 36 to 45 age group was more critical than any other group. Analyzed by ethnicity, the Jicarillas' ratings were divided between good and not knowing, while the majority of other Indians rated the health services as good. The majority of Spanish and Mexicans found the school health services poor and the Anglos' ratings were divided between poor and good.

Summary. The Spanish and Mexicans were overall more critical of St. Francis School than were other ethnic groups. In the same respect the 36 to 45 age group was more likely to rate items as poor or adequate compared to any of the other age groups. The great majority of parents of students at St. Francis seem highly supportive of the school's programs.

SOURCES OF INFORMATION ABOUT THE SCHOOLS

Question 32

What are the primary sources of information you use to judge the quality of the school(s) in your community; that is, where do you get the information you believe about the schools? Check two.

N	%	Information Sources
101	33	Students from the schools
80	27	Teachers
83	28	Your own children
78	26	Other adults in the community
104	34	Observing the school(s)
33	11	Other (Please specify):_____
3	1	Other (Please specify):_____
-	-	Other (Please specify):_____
17	6	Don't know/No answer
602	200	

Since each person was allowed two choices, the totals are doubled. Several people chose more than two answers to this question. When this was done, the answers were consolidated, if possible; for example, if a respondent selected the first three answers, only "Students from the schools" and "Teachers" were coded, the assumption being that "Your own children" were part of "Students from the schools". Because of this, the numbers indicated for "Students from the schools" and "Other adults in the community" may be somewhat inflated, and other choices may be somewhat lower.

Of those responding "Other", the majority were recoded back into the "Observing the school(s)" response based on the written comments. New sources of information not listed were the local newspaper, notes from school, the school board, the administration, the principal, and Jicarilla Youth Services.

Sex. Men were much less likely than women to say that they got information about the schools from observing; men were also three times as likely as women to say that they did not know.

Age. The youngest group was least likely to use their own children as a source (presumably because many do not have children in school), but most likely

to use students from the schools as their source of information. The 27 to 35 age group was the most likely to use the other sources mentioned above. The 36 to 45 age group were more likely than other groups to use teachers as a source of information. The oldest group was the most likely to rely on two other sources.

Ethnicity. Jicarilla Apaches were more likely to receive their information about the schools from students, their own children, or other adults and less likely to get it from teachers than any other group. The Spanish and Mexicans were the group who more than any other got their information by observing the schools. Anglos were most likely to get their information from teachers, and were the most likely group to use "Others" as their second source.

Summary. Jicarilla Apaches appear to receive most of their information about the schools second-hand through students or other adults in the community, while Anglos and Spanish and Mexicans use the teachers or the schools themselves. This could be potentially important information in dealing with communication and misinformation in the Dulce community.

SOURCES OF INFORMATION ABOUT STUDENTS

Question 33.

To whom do you go to the most frequently when you need information about your child/children's classroom performance? Check the two to whom you go most frequently.

N	%	Information Sources
217	72	Teachers
72	24	Principal
74	25	School Counselor
7	2	Superintendent
2	1	School Board
14	5	Other Person(s) (Please specify):_____
1	0	Other Person(s) (Please specify):_____
215	71	No response
602	200	

Once again because the respondents were asked to choose two answers, the totals are doubled. The majority of parents use the teachers as their source of information about their child/children's classroom performance. Those who responded Other cited the school secretary and teacher aid as persons they consulted.

Sex. Women were more likely than men to use the school secretary and teacher aid as sources of information. Their use of the other listed sources showed no dissimilar patterns.

Age. The majority of all age groups chose the teacher as one of their sources. The 19 to 26 age group were less likely to use the principal or school board as their second source, and more likely to go to the superintendent. The oldest group was most likely to go to the principal or superintendent as the second source. The other two age groups were more equally divided.

Ethnicity. Although the majority of all ethnic groups go to the teacher, 100% of the Anglos use the teacher for one source of information, their second source being either the principal or counselor. Spanish and Mexicans and other Indians are divided between the same three sources. Jicarilla Apaches are the

only group that approaches the superintendent or school board about these matters.

Summary. Teachers are the major source of information about students' classroom behavior, for people in all categories. There is some difference between groups as to who they approach as a second source.

STRATEGIES FOR HANDLING TRUANCY

Question 34

There are two attendance laws which affect high school students in Dulce. The state law requires children to attend school until they reach the age of 16. The Jicarilla Tribal Law requires Indian children to attend school until they reach the age of 18 or graduate, whichever comes first. Some students do not want to remain in school until they graduate or become old enough to leave; some students become serious truancy problems. How should the school system handle these cases? Check the one answer which you think best addresses these problems.

N	%	Response Options
43	14	Enroll students in classes designed to help motivate these students to remain in school and hopefully graduate.
18	6	Inform parents of their children's school-related problems and tell the parents of their responsibilities in regard to these problem(s).
27	9	Establish a parent counseling program which should help parents to better understand the nature of these problems and to learn effective ways to resolve them.
163	54	All of the above.
19	6	None of the above, but another (Please specify). _____
16	5	Don't know/No answer
15	5	No response
301	99	

There were some cases where two but not all three of the first three alternatives were selected. Since only one answer could be coded, these responses were coded as "All of the above." Therefore the majority shown in support of all three alternatives may be a little inflated.

Of those who specified another alternative, the suggestions included: change the tribal law (7), strictly enforce the existing laws (5), provide an alternative curriculum (5), refuse to hire dropouts for summer youth employment (1) and change the community attitude toward education (1).

Sex. There were no obvious differences between men's and women's responses.

Age. Respondents aged 27 to 35 were the least supportive of the second option, telling parents of their responsibilities. With regard to the third option, establishing parent counseling, the older the respondent, the more likely to support this idea. The largest part of the "Other" responses came from the 36 to 45 age group.

Ethnicity. The majority of the Jicarilla Apaches, Spanish and Mexicans, and Anglos, along with the largest group of other Indians, felt that all of the first three strategies should be tried. A larger portion of other Indians than anticipated felt that the first alternative alone, enrolling students in classes they found motivating, was the best strategy.

Summary. The response seems to indicate that any action is better than none.

ESTABLISHING A SUBSTANCE ABUSE PREVENTION PROGRAM

Question 35

Should the school system establish and operate an alcohol and drug abuse prevention program in the schools? Check one.

N	%	
258	86	Yes
22	7	No
18	6	Don't know/No answer
3	1	No response
301	100	

There were no apparent differences among the groups who designated the positive answer. The analyses of those who answered negatively highlights some interesting differences.

Sex. The proportion of men was double that of women for the group that answered "No."

Age. The 27 to 35 and 36 to 45 age groups made up 90% of those who answered negatively, although they represented only 6% of the sample overall.

Ethnicity. Jicarillas and other Indians were the least likely to answer 'No', while Anglos and Hispanics were as much as ten times more likely to answer negatively.

Summary. There appears to be a great deal of support for a substance abuse program.

HOMEWORK

Question 36

Which students should be required to do homework? Check one.

N	%	Student Groups
232	77	Every student in grades 1 through 12
8	3	Only high school students
0	0	Only elementary school students
21	7	Only students with incomplete school assignments
23	8	Only students who are having difficulty obtaining passing grades
14	5	Don't know/No answer
299	100	

Over three-fourths (77%) of those responding indicated that every student in grades 1 through 12 should have homework. There was little difference in support for this choice when cross tabulated with sex, age, or ethnic group.

Sex. Beyond their clear support for the first answer (73% for men and 80% for women), men were more likely to suggest that only students who are having difficulty passing be given homework (13% of all men responding). For women, the option of having only students who have incomplete assignments do homework was the second most frequently chosen (8% of all women responding).

Age. There was remarkably little difference in responses based on age. All age groups showed between 76% and 79% response for the choice of homework for all students. The only other choices that showed more than 10% response for any age group were "Only students with incomplete assignments" for the 36 to 45 group and "Only students who are having difficulty obtaining passing grades" for the 46 and older group.

Ethnicity. Analysis by ethnicity showed Anglos the most consistent, with 88% supporting homework for all students. The same answer was supported by not less than 75% of any ethnic group identified. The only other answer that showed more than 10% response from any ethnic group were "Only students with incomplete assignments" by the other Indians and "Only students having difficulty obtaining passing grades" by the Jicarillas.

Summary. Overall, there seems to be strong support for homework for all students in grades 1 through 12 from all survey respondents.

Question 37

If elementary school children are to be given homework, how much time should they be expected to spend on their homework on the average? Check one.

N	%	Amount of Time
85	29	30 minutes or less
160	54	31-60 minutes
27	9	61-90 minutes
6	2	More than 91 minutes
19	6	Don't know/No answer
297	100	

The majority of people surveyed felt that elementary children should spend between one-half hour and one hour doing homework each night. A second group representing nearly one-third of those surveyed felt that elementary children should spend a half hour or less doing homework each night. Only 11% of those surveyed felt that elementary children should spend more than one hour each night doing homework.

Sex. The majority of men and women agreed that elementary students should do 31 to 60 minutes of homework each night. Men were more likely than women to suggest that elementary students spend more time doing homework; 16% of the men surveyed suggested that an elementary student should spend more than an hour each night doing homework, compared to only 8% of the women. In this same regard, 32% of the women felt that elementary students should spend 30 minutes or less doing homework, compared with only 23% of the men.

Age. Although over half of the respondents of each age group agreed with the overall majority that elementary children should spend between 30 and 60 minutes doing homework each night, each age category showed some variation in one of the other options. The two younger age groups had a higher percentage of respondents suggesting that 60 to 90 minutes was the appropriate amount of homework

time. The 36 to 45 age group had a larger percentage answering 30 minutes or less. The 46 and older group had a larger percentage responding more than 90 minutes. So although there was overall agreement, there were some differences among the respondents based on age.

Ethnicity. The same pattern can be seen when the answers are analyzed by ethnicity. The majority of each group answered "31 to 60 minutes". Jicarillas showed much stronger support for 61 to 90 minutes than any other group (12% compared with 5%, 6%, and 5%); Anglos and Hispanics were more supportive of 30 minutes or less than the other two groups (37% for each vs 27% and 16%).

Summary. Although there was a majority in support of 31 to 60 minutes of homework each night for elementary students in every analysis, looking at the analysis of secondary responses showed some different patterns in sex, age, and ethnic groupings.

Question 38.

How many total hours should a high school student spend doing homework each school night? Check one.

N	%	Amount of Time
18	6	20 minutes or less
116	39	31-60 minutes
84	28	61-90 minutes
36	12	91 minutes to 120 minutes
25	8	121 minutes (two hours) or more
17	6	Don't know/No answer
5	2	No response
301	101	

The majority of respondents felt that high school students should do between 31 and 90 minutes of homework each night.

Sex. Men were more likely than women to suggest that high school students do 91 to 120 minutes of homework nightly, but representation on all other answers was proportionate.

Age. The youngest group (19 to 26) was the most supportive of all those

that suggested 91 to 120 minutes of homework nightly. The oldest group (46 and older) was the most supportive of the 121 minutes or more.

Ethnicity. The largest group of Jicarilla Apaches, other Indians, and Spanish or Mexicans supported 31 to 60 minutes of homework nightly, while the largest group of Anglos felt high school students should have 61 to 90 minutes of homework nightly.

Summary. Eighty-six percent of the respondents felt high school students should have at least 31 to 60 minutes of homework each night.

STUDENT DISCIPLINE

Question 39

How do you feel about discipline practices currently used at the Dulce Elementary School? Check one.

N	%	Rating
58	19	Not strict enough
97	32	All right
48	16	Too strict
94	31	Don't know/No answer
4	1	No response
301	99	

Those that feel discipline is too strict at the elementary school almost balance those who feel it is not strict enough.

Sex. Women are more likely than men to feel discipline is too strict. Responses on other items were evenly divided between men and women.

Age. The oldest group (46 and older) is the most likely to feel discipline is not strict enough, while the 36 to 45 age group is the most likely to rate discipline too strict.

Ethnicity. Other Indians are the most likely to say that discipline at the elementary school is not strict enough, while Spanish and Mexicans are the least likely to feel this way. All other choices have fairly even representations of all ethnic groups.

Summary. No conclusions can be reached about the rating of discipline at the elementary school, both because of the equal division between those who find it too strict and not strict enough, and the large percent (31%) who do not know or chose not to answer.

Question 40

How do you feel about discipline practices currently used at the Dulce High School? Check one.

N	%	Rating
103	34	Not strict enough
71	24	All right
8	3	Too strict
107	36	Don't know/No answer
12	4	No response
301	101	

The largest group of respondents does not know how to rate discipline at the high school. Of those who did respond with a rating, the clear majority feel that discipline at the high school is not strict enough.

Sex. There were no important differences in responses discernible by an analysis by sex.

Age. The only important difference noticeable from the breakdown by age was the fact that those 36 to 45 were more supportive of discipline as it is practiced than any other group, being twice as likely to rate it "All right" as some other groups.

Ethnicity. The majority of the Jicarilla Apaches, other Indians, and Anglos were divided between not knowing and rating discipline not strict enough. The majority of Spanish and Mexicans were divided between rating it not strict enough and all right.

Summary. There is a clear feeling among those respondents who consider themselves knowledgeable that discipline at the high school is not strict enough.

Question 41

If you answered "not strict enough" on either Question 39 or 40, what is the main reason for your feeling(s)? Check one.

N	%	Response
30	10	Students show disrespect to teachers
25	8	Rules are not enforced
20	7	Teachers do not handle their discipline problems adequately
40	13	Students have too much freedom
19	6	Other (Please specify):_____
167	56	No response
301	100	

Of the 134 respondents that answered this question, the largest group (30%) felt that students have too much freedom. Several respondents noted a combination of factors, and these were coded as other. The fact that parents are not involved, and general student misbehavior were also cited as other responses.

Sex. Women were more likely than men to cite the lack of enforcement of rules, while men were more likely to respond that teachers do not handle discipline problems adequately.

Age. The youngest group was the most likely to cite, and the oldest group the least, disrespect shown to teachers as the main reason for their feelings. The 36 to 45 age group was the least likely to report teachers' inadequate handling of discipline problems.

Ethnicity. All choices were well represented in the breakdown by ethnic groups. Jicarillas and other Indians were the most likely to suggest that students have too much freedom. Spanish and Mexicans and Anglos were divided between disrespect to teachers and lack of rule enforcement as the main reason for feeling that discipline was not strict enough.

Summary. There was a variety of problems cited as reasons for feeling that discipline was not strict enough.

Question 42

Do you agree with the following statement? "If the schools and teachers motivate the children to learn, most disciplinary problems would disappear."

N	%	Response
135	45	Yes
97	32	No
60	20	Don't know/No answer
9	3	No response
301	100	

There was a somewhat more positive than negative response, but no clear cut community opinion regarding the effect of motivation on discipline.

Sex. There were no obvious patterns from the breakdown by sex.

Age. The youngest group (19 to 26) was the least likely to agree with the statement. No other age breakdowns showed much deviance.

Ethnicity. The majority of Jicarilla Apaches and Spanish and Mexicans agreed with the statement, while the majority of other Indians and Anglos disagreed.

Summary. Various sections of the community held different opinions about the effect of motivation on discipline.

TEACHING NATIVE AMERICAN LANGUAGE AND CULTURE

Question 43

Rate the importance of each of these statements. Check one for each item.

HIGH (%)	MODERATE (%)	LOW (%)	STATEMENT (Total No. of Responses)
55	37	8	Students should be taught in school to be proud of their cultural heritage. (287)
37	45	18	The Native American language should be part of the regular Language Arts school program(285)
43	43	14	Learning the English language is more important than learning the Native language(284)

Although the majority of respondents felt it was highly important that students be proud of their cultural heritage, there was less support for including Native American language arts as part of the regular language arts program, and an indication that English was considered more important than the Native language.

Students should be taught in school to be proud of their cultural heritage. There was no differentiation in responses based on sex. Younger people (less than 36) were divided between rating this of high or moderate importance. Those older than 36 felt it to be of high importance. The majority of all ethnic groups rated teaching students pride in their cultural heritage as being of high importance to them. Other Indians were the least likely to rate this of low importance.

The Native American language should be part of the regular Language Arts School program. There was moderate to high support from both men and women. Those 27 to 35 were the most likely to rate this of moderate importance, while the 36 to 45 age group was the least likely to rate it moderate and the most likely to rate it high. Jicarilla Apaches were the most supportive of including the Native American language in the School Language Arts program, while Spanish and Mexicans were the most opposed, being the only group with more low than high ratings.

Learning the English language is more important than learning the Native language. Men and women were proportionately represented on all answers. Support for the greater importance of English was related to age: the youngest people were the least likely and the oldest people the most likely to rate this statement highly important. The youngest group was also the most likely to rate this statement of low importance, although it was the 37 to 35 age group that was the least likely to rate the statement's importance as low. The majority of Spanish and Mexicans and Anglos rated learning English as much more important than learning the Native language. Other Indians were divided between rating it highly or moderate important, and the majority of Jicarilla Apaches rated the statement as moderately important. The Jicarillas were the least likely of all groups to rate the statement as highly important.

Summary. It appears that the greater support for the first part of this question is due to its more general nature, cultural heritage can apply to Jicarilla Apaches, other Indians, Spanish and Mexicans and Anglos alike. The second two parts relate to one specific cultural heritage, and did not receive as much support from the other ethnic groups.

Question 44

Where should the Native Language be taught? Check one.

N	%	Location
58	19	In primary grades
143	48	In all grades
25	8	Should not be taught in school
55	18	Other (Please specify):_____
18	6	Don't know/No answer
2	1	No response
301	100	

Almost half of the respondents felt the Native language should be taught in all grades. Of those who indicated other, 53 indicated it should be taught at home; when combined with those who indicate it should not be taught in school, this becomes 25% of the respondents. The other "Other" responses indicated the Native language should be offered as an optional course.

Sex. Men were slightly less supportive of seeing the Native language taught in schools than women, being more likely to suggest that the Native language not be taught in school or that it be taught at home.

Age. There were some unexpected differences between age groups. Younger people 19 to 26 were less likely to respond that Native language should be taught in the primary grades, and less likely to indicate "Other" than would have been anticipated. Respondents 27 to 35 were less likely to indicate that it should not be taught in schools, and more likely to propose it be offered as an optional course or taught at home. Those 46 and older were the most likely to support teaching the Native language in the primary grades or not in school at all, and the least supportive of teaching it in all grades.

Ethnicity. The largest portion of each ethnic group felt that the Native language should be taught in all grades. Spanish or Mexicans were the most likely of any group to suggest it not be taught in school, while Jicarilla Apaches were expectedly those most supportive of having it taught in the schools.

Question 45

Where should the Native culture be taught? Check one.

N	%	Location
33	11	In primary grades
152	51	In all grades
25	8	Should not be taught in the school
66	22	Other (Please specify):_____
20	7	Don't know/No answer
5	2	No response
301	101	

Over half of the respondents felt that the Native culture should be taught in all grades. Of those who responded "Other", sixty indicated it should be taught at home; when these people are combined with those who feel it should not be taught in school, they represent more than a quarter (28%) of the sample. Offering an optional class, including it as part of social studies, and offering it as an extracurricular activity were also suggested.

Sex. There were no large differences in response patterns between men and women, except that men are more likely to indicate they don't know.

Age. The oldest group was the one most likely to suggest that Native culture not be taught in school, while the 27 to 35 age group was noticeably less likely to choose that alternative. However, they were the most likely to propose that it be taught at home, which is in many respects the same answer.

Ethnicity. The majority of Jicarilla Apaches, Spanish and Mexicans, and Anglos felt that the Native culture should be taught in all grades. The majority of other Indians were divided between teaching it in all grades and teaching it at home.

Summary. There is support for teaching the Native culture, along with the Native language, in the schools. However, there is also a considerable portion of the Dulce community who feel that the teaching of language and culture should be done at home and not in the schools.

KEEPING GOOD TEACHERS

Question 46

What do you think are the main reasons teachers leave the school system? Check two.

N	%	Reason
80	27	Low salaries
69	23	Not enough community support
87	29	Limited social life
41	14	Lack of parental support
69	23	Lack of administrative support
48	16	Other (Please specify):_____
56	19	Don't know/No answer
152	51	No response
602	202	

The totals are doubled because two choices were requested on this question. There is no clear indication of a single reason why teachers leave; the most mentioned factors are limited social life, low salaries, and lack of community and administrative support. Some of these factors were echoed in the other responses. The elementary principal was mentioned eight times as a reason for teachers leaving; the administration (unspecified) was mentioned five times. Isolation (7), local discrimination and segregation (4), and the inability of non-Jicarilla Apaches to buy land and establish roots (3) were also all mentioned, as well as the personalities of the teachers (3) and the job itself (6).

Low salaries. Jicarillas and other Indians were much more likely than Anglos and Spanish and Mexicans to indicate low salaries were one of the main reasons teachers leave. Breakdowns by sex or age failed to show any important patterns.

Not enough community support. This was more likely to be mentioned by men than women, and most supported by the oldest age group (46 and older). This was much more likely to be cited by Spanish and Mexicans and Anglos than Jicarilla Apaches or other Indians.

Limited social life. Men were more likely than women to list limited social life as a factor. Other Indians were less likely to feel this was important,

particularly compared with Spanish and Mexicans over a quarter of whom felt that this was one of the major factors influencing why teachers left.

Lack of parental support. Women were more likely than men to rate this as an important factor. Respondents 36 to 45 (the group with the most parents) were the least likely to list this as an important reason in teachers decisions to leave. No Spanish or Mexicans chose this response, and only half as many Jicarillas as would have been anticipated; Anglos, on the other hand, were three times more numerous than would have been expected.

Lack of administrative support. More women than expected chose this answer, as did more 36 to 45-year-olds and fewer 19 to 26-year-olds. More Spanish and Mexicans, and fewer Jicarilla Apaches, than expected chose lack of administrative support as the reason that teachers left.

Other. There was no obvious difference between men's and women's responses. The 36 to 45 age group was the most vocal, supplying 46% of the comments. The Anglos were the ones who noted the inability to purchase land and establish roots, and talked about the segregation of the teacherages within the Dulce community. The Jicarilla Apaches mentioned the elementary principal, the isolation, and the personalities of teachers.

Don't know/No answer. More women than men answered that they didn't know or had no answer for the main reasons teachers leave. None of the oldest group indicated this choice. About twice as many Jicarillas as any other group chose this answer.

Summary. There were a variety of reasons presented as important to teachers' decisions to leave. There were some clear divisions by ethnicity in terms of the ratings. Jicarillas felt that low salaries and limited social life were the two most important reasons. Other Indians chose low salaries and lack of administrative support. Anglos and Spanish and Mexicans felt the limited social life and

lack of community and administrative support were the most important reasons.

Question 47

What do you think the schools and community should do to attract and retain quality teachers? Check the two most important items.

N	%	Action
124	41	Raise salaries to levels comparable with other community agencies
48	16	Provide extra help to handle discipline problems
99	33	Provide cultural awareness training to help teachers understand and accept the community
12	4	Provide better housing
102	34	Provide more community support for teachers
51	17	Other (Please specify):_____
5	2	Other (Please specify):_____
40	13	Don't know/No answer
121	40	No response
602	200	

Once again the totals are doubled because two choices were requested. Raising teachers' salaries was the most popular response, receiving a vote from 41% of the respondents. Providing more community support and providing cultural awareness training were the other two choices that received the votes of at least a third of the respondents.

Of those who responded to the "Other" category, the largest group (15) suggested more administrative support, while the next largest group (9) suggested changing one or more administrators, four specifically naming the elementary principal. Other suggestions included more parent and community support (8), establishing a Parent-Teacher Association (1), expanding social and medical services available locally (6), developing a land purchase arrangement (2), integrating the teacher housing into the rest of the community (1), decreasing work demands (1).

Raise salaries to levels comparable with other community agencies. All breakdowns showed fairly even distributions except that Anglos were less likely to rate salary as the most important item.

Provide extra help to handle discipline problems. Women were more likely than men to support this alternative. The youngest group was the most supportive of this proposal. Over two-thirds (73%) of the respondents who supported this option were Jicarilla Apaches.

Provide cultural awareness training to help teachers understand and accept the community. Anglos were more supportive of this option than other groups in the ethnic categories. There was no difference in responses noted from the analyses by sex or age.

Provide better housing. Because the response to this alternative was so small, it will not be further analyzed, because the breakdowns will obviously be skewed.

Provide more community support. The respondents who chose this option were most likely to be 27 to 35 years old, and more likely to be Anglo and less likely to be Jacarilla Apache than anticipated.

Other. Those who commented under the "Other" option were more likely to be male than female, more likely to be between 27 and 45 than either older or younger, and more likely to be Anglo than any other ethnic group.

Don't know/No answer. Eighty-two percent of those who indicated they did not know what the schools should do to retain quality teachers were Jicarilla Apaches. The breakdowns by age and sex did not show any unexpected patterns.

Summary. There were a variety of recommendations given regarding how to get and keep quality teachers in the schools. The top two responses of the Jicarillas were to provide better pay and to provide cultural awareness training. The top answer of the other Indians was better pay, with cultural awareness training and more community support tied for second. The highest responses of the Spanish and Mexicans were for better pay and more community support. The top responses of the Anglos were on "Other" and more community support.

EXTRACURRICULAR ACTIVITIES

Question 48

How do you feel about this statement? Organized sports and extracurricular events should be provided for every child who wants to participate. Check one.

N	%	Agreement
109	36	Strongly agree
145	48	Agree
9	3	Disagree
3	1	Strongly disagree
28	9	Don't know/No answer
7	2	No response
301	99	

Eighty-four percent of those questioned agreed that sports and extracurricular activities should be provided for every child who wants to participate; only 4% disagreed.

Sex. Men were more likely to disagree than were women.

Age. Those 46 and older were the most likely group to disagree.

Ethnicity. The largest portion of each ethnic group agreed with the statement, with the Spanish and Mexican's split between "Agree" and "Strongly agree".

Summary. There was a high level of consensus that sports and extracurricular activities should be provided when requested.

QUESTIONNAIRE RESPONSES - PART II

The second part of the questionnaire was only to be answered by enrolled Jicarilla Apache tribal members. Several respondents who indicated they belonged to other ethnic groups also answered the second series of questions, 49 through 77. Their answers were eliminated through a computer sorting process that accepted only the responses of those who indicated Jicarilla Apache tribal membership. There were 178 respondents who met this criterion.

As all of the respondents are Jicarilla Apache, there will be no breakdown by ethnicity provided for these questions.

RANKING EDUCATIONAL RESEARCH

Question 49

From the following list of educational research topics, select the three that JADE should give the highest priority. Select three.

N	%	Research Topics
93	52	Reducing the number of school dropouts
89	50	Creating and improving remedial and alternative programs
91	51	Improving and expanding school counseling
55	31	Creating and funding scholarships and fellowships
71	40	Identifying needed technical assistance and securing funding for it
29	16	Conducting needs assessments
12	7	Other (Please specify):_____
3	2	Other (Please specify):_____
1	1	Other (Please specify):_____
90	51	No Answer
534	301	

Since three answers were requested from each respondent, the totals are three times as great. More than half of the respondents felt that JADE should give priority to reducing dropouts, improving school counseling, and creating and improving remedial and alternative programs. The specified answers listed for "Other" were: counsel students (3), work with parents (3), work with students (2), Jicarilla language and culture (2), and educational goals, development, adult education, and graduate program (1 each).

Reducing the number of school dropouts. Both men and women of all age groups supported this item to make it the highest ranked.

Creating and improving remedial and alternative programs. Those in the 27 to 35 age group were the strongest supporters of this goal, although at least a quarter of every age group thought this should be a top priority.

Improving and expanding school counseling. There was equal support from both men and women, and from all age groups to have this established as one of

JADE's top priorities.

Creating and funding scholarships and fellowships. Women were more likely than men to suggest scholarships as a priority. The oldest group and the youngest were more supportive than the two other age groups.

Identifying needed technical assistance and securing funding for it. Slightly more women than men supported this choice. All age groups were equally represented.

Conducting needs assessments. The 27 to 35 and 36 to 45 age groups were more supportive of making this a top priority than were the other two age groups. There was little difference shown between men's and women's responses from the analysis by sex.

Other. More men than women specified an alternative of their own. No one in the oldest age category specified their own alternative, while the three other age groups were each well represented.

Summary. There is a fairly clear justification for JADE's accepting the first three options to focus their efforts.

SELF IMPROVEMENT AND EDUCATIONAL ADVANCEMENT

Question 50

Would you like to see more on-site college courses offered in other fields than education? Check one.

N	%	Response
145	81	Yes
5	3	No
21	12	Don't know/No answer
7	14	No response
178	100	

Only 3% said they would not like to have a greater variety of on-site college courses.

Sex. There were no differences between men's and women's responses.

Age. There were no unexpected variations in responses between any of the age categories.

Summary. There appears to be considerable support from the Jicarilla Apaches questioned for a greater variety of on-site college courses.

Question 51

Who should pay for courses, seminars, and workshops that require a fee? Check one.

N	%	
12	7	Tribal administration
15	8	Tribal departments
17	10	Scholarship office
27	15	Community education program
24	13	JADE
10	6	Full payment by individual attending
37	21	One or more organizations listed above
23	13	Don't know/No answer
13	7	No response
178	100	

Threre was little agreement about who should pay fees for courses, seminars, and workshops.

Sex. Men were more likely to suggest that Tribal departments should pay, while women preferred the Scholarship office and the Community education program.

Age. The largest portion of the 19 to 26 age group was divided between JADE and partial payment by the individual. The largest group of the 27 to 35-year-olds thought that the Community education program should pay. The 36 to 45-year-olds thought that partial payment by the individual was the best choice, while the oldest group preferred either the Scholarship office or the Community education program

Summary. There is no clear way to interpret this data. All of the sources listed were considered appropriate by at least some segment of the respondents.

Question 52

How many courses (training, workshops, seminars, or college courses) offered through the Community Education Program have you taken during the past two years? Check one.

N	%	No.
72	40	0
18	10	1
24	14	2
34	19	3 or more
23	13	Don't know/No answer
7	4	No response
178	100	

Forty-three percent of the Jicarilla Apache respondents have taken at least one course through the Community Education Program.

Sex. Women are more likely than men to have been involved with the Community Education Program, showing higher than expected proportions among those who have taken one course and those who have taken 3 or more courses.

Age. The younger the respondents, the more likely they are to utilize the Community Education Program, although the high percentage of those 36 to 45 who have had 3 or more courses does somewhat offset the trend.

Question 53

Are the offerings of the Community Education Program adequate to meet your needs? Check one.

N	%	Response
56	31	Yes
54	30	No
58	33	Don't know/No answer
10	6	No response
178	100	

Almost equal numbers responded to each of the choices.

Sex. The breakdown by sex showed no difference between the responses of men and women.

Age. The oldest group (who are the least frequent users) are the most likely to feel that their needs are being met.

Summary. The Community Education program is meeting the needs of about one-third of the Jicarilla Apache respondents. There is another group of almost the same size that feels that their needs are not being met. Based on this analysis, the only difference between the groups is that the latter is younger.

Question 54

What courses would you like the Community Education Program to sponsor? Check up to five.

N	%	Courses
31	17	Proposal writing
99	56	Vocational training
105	59	Business courses
19	11	Historical preservation
71	40	Management
48	27	Language Arts skills, etc.
50	28	Home repair and maintenance
73	41	Psychology/human relationship skills
40	22	Social rehabilitation programs
40	22	Judicial/law and order
45	25	Personal enrichment
18	10	Other (Please specify):_____
2	1	Other (Please specify):_____
0	0	Other (Please specify):_____
15	8	Don't know/No answer
234	131	No response
890	498	

Because five answers were requested, the totals are five times larger. Over half of the respondents wanted to see the Community Education Program sponsor vocational training and business courses; psychology/human relations skills and management were the next most requested courses. The other suggestions included computer courses (4), Jicarilla Apache language and culture (3), graduate courses (2), and one each for: secretarial, oil and gas, refrigeration and electronics, accounting, math, budgeting, the "basics", writing, home economics, Western dance, Jicarilla Apache judicial, and education.

Proposal writing. The group that wanted this course was younger (less than 36) and evenly male and female.

Vocational training. The group that wanted vocational courses was evenly divided between the first three age groups and evenly male and female.

Business courses. This was the most requested course. There were no different patterns observable by age or sex; all groups were equally involved in requesting this course.

Historical preservation. This course was most requested by both sexes in the 19 to 26 and 36 to 45 age groups.

Management. The support for this course ran across all age groups and both sexes.

Language Arts Skills, etc. All age groups were equally in support of this course with men slightly more supportive than women.

Home repair and maintenance. Men and 27 to 45-year-olds were the major groups requesting this course.

Psychology/human relations skills. All of the age groups and both sexes were well represented in the group of Jicarilla Apaches that requested this course.

Social rehabilitation programs. All age groups were proportionately represented, while women were much more likely to request these courses than men.

Judicial/law and order. The same pattern as the previous option was found: all age groups and a higher than expected proportion of women.

Personal enrichment. A slightly higher proportion than expected of older people (46 and older) and women supported the offering of this course of study.

Other. The group of respondents who offered other choices represented all age groups although the group was slightly younger than the overall population, and had more men represented than did the overall population.

Summary. There seems to be sufficient support among the Jicarilla Apache respondents to offer a variety of courses through the Community Education Program. What will be needed is to decide upon a target group to fit the course they desire into a time the majority can attend.

CHESTER E. FARIS SCHOLARSHIP PROGRAM

Question 55

Is the Chester E. Faris Scholarship Program objective and fair in awarding available scholarships? Check one.

N	%	Answer
55	31	Yes
62	35	Sometimes
12	7	No
40	22	Don't know/No answer
9	5	No response
178	100	

Forty-two percent of the Jicarilla Apaches questioned felt that the Scholarship Program was not objective and fair all the time.

Sex. Women were three times as likely as men to rate the scholarship awards as biased and unfair; men were proportionately represented on all other choices.

Age. The 36 to 45 age group was the most likely to criticize the Scholarship Program, while those 19 to 26 gave its objectivity and fairness the highest rating.

Summary. There is at least some discontent with the award of the scholarship funds.

Question 56

What minimum grade point average (GPA) should college students funded by the Chester E. Faris Scholarships be required to maintain to be eligible for continued funding. Check one.

N	%	Grade Point Average
40	23	3.0 GPA (B average)
96	54	2.0 GPA (C average)
2	1	1.0 GPA (D average)
4	2	Other (Please specify):_____
27	15	Don't know/No answer
9	5	No response
178	100	

The majority of Jicarilla Apaches feel that college students should maintain at least a 2.0 GPA to maintain their scholarships. The "Other" re-

sponses indicated 2.5, 2.6, 2.25, and "whatever the college requires".

Sex. There was little difference in response between men and women, except that men were the only ones who proposed a GPA lower than 2.0.

Age. The 27 to 35 age group proposed to be more demanding of scholarship recipients, showing higher support of a 3.0 GPA in order to maintain scholarship funds.

Summary. There seems to be support for a criterion of a minimum GPA between 2.0 and 3.0 for maintaining scholarship eligibility.

Question 57

Should the Tribe invest additional funds in the Chester E. Faris Scholarship Fund? Check one.

N	%	Answer
129	73	Agree
6	3	Disagree
29	16	Don't know/No answer
6	3	Other (Please specify):_____
8	5	No response
178	100	

Only 3% of the Jicarilla Apaches questioned thought that the Tribe should not invest more funds in the Scholarship Program. The "Other" responses noted that students should not learn to depend on this source alone; they should use other sources as well.

Sex. No response differences based on sex were found.

Age. Almost all of the disagreement came from the 36 to 45 age group, which was the most critical of the Scholarship Program; however, this opposition was from a clear minority.

Summary. Very few respondents thought it a bad idea for the Tribe to invest more money in the Scholarship Program.

Conditional Award of Scholarship Fund

Question 58

Should the Chester E. Faris Scholarship be awarded on the condition that a portion be paid back by students if they do not complete their course of study for the period of time covered by the scholarship funds? Check one.

N	%	Answer
118	66	Yes
21	12	No
23	13	Don't know/No answer
9	5	Other (Please specify):_____
7	4	No response
178	100	

About two-thirds of the Jicarilla Apaches questioned felt that the scholarships should be awarded conditionally, with some portion of the funds to be paid back if the students fail to complete their course of study. The "Other" responses indicated that it should depend upon the situation.

Sex. Men were more supportive of this concept than were women, as noted from their responses.

Age. At least 60% of each age group agreed with the condition, the 27 to 35 age group being the most supportive (84%).

Summary. The majority of respondents agreed with the concept of conditional award of the scholarships.

Question 59

If your answer to Question 58 was "Yes", how much do you think the students should be required to repay? Check one.

N	%	Answer
31	17	The full amount
50	28	Only the unspent portion
29	16	Half of the money awarded
11	6	Other (Please specify):_____
19	11	Don't know/No answer
38	21	No response
178	99	

It was much harder to find agreement on the implementation of the

conditional award concept. Forty-four percent felt that less than the full amount should be repaid. Of those who responded "Other", several suggested that each case would need to be reviewed individually, and decisions made relative to each case.

Sex. Men were more likely to be stringent than women, showing greater support for the option of repaying the full amount, and less for repaying only half.

Age. Older people (over 35) were more likely to support repayment of the full amount than were those younger. There was a fairly even age distribution on the other options.

Summary. There was no consensus about the amount to be repaid under the conditional award of the scholarship.

JOHNSON O'MALLEY PROGRAM

Question 60

Johnson O'Malley (JOM) funds are federal monies "earmarked" to meet the special and unique educational needs of Indian children in public schools. What programs should the local JOM fund? Check two.

N	%	Programs
74	42	School supplies (books, pencils, paper, etc.)
23	13	School clothing for the needy (i.e., tennis shoes)
42	24	Teacher aids (Indian)
29	16	Jicarilla language program
60	34	Programs in reading, math, language arts, and science
4	2	Kindergarten
52	29	After-school tutoring
10	6	Headstart
6	3	Day care
9	5	Other (Please specify):_____
1	1	Other (Please specify):_____
46	26	No response
356	201	

The totals are doubled because two answers were requested. The Other answers that were specified included: school lunches (3), and counseling, gifted, indoor recess, field trips and cultural programs (1 each). The highest priorities were school supplies, programs in reading, math, language arts, and science, after school tutoring, and teacher aids.

School Supplies. Fifty-seven percent of the youngest and oldest age group made this one of their two priorities, with over a third of the other two age groups. There were no differences between men's and women's responses.

School clothing for the needy. The 36 to 45 age group was the most supportive of this choice.

Teacher aids (Indian). The two older age groups (36 to 45 and older) were more supportive of spending JOM funds to provide teacher aids than were either of the two younger groups. Women were slightly more supportive than men.

Jicarilla language program. Support for this item was divided between both sexes and all age groups fairly evenly, except that the oldest age group was

slightly more supportive than any other.

Programs in reading, math, language arts, and science. This choice received the second highest support overall. Men were more highly supportive of this choice than women were. The three youngest age groups all gave this choice high support.

Kindergarten. Of the four respondents who made this choice, three were men, making them highly overrepresented on this choice. Three of four were also from the 36 to 45 age group.

After-school tutoring. Men and women were equally supportive of funding this activity with JOM money. The youngest group was the most supportive of this option, with the two middle groups also showing strong support. The oldest group was less likely than expected to provide support for after-school tutoring.

Headstart. There was a little support for providing Headstart with some JOM funds by each age group and both sexes.

Day care. There was also a little support across the age groups and both sexes for providing Day care with some JOM funds.

Other. Women were more likely than men to offer Other suggestions. Those respondents who offered suggestions were also most likely to be in the middle two age groups.

Summary. It seems to be the concern of the Jicarilla Apache respondents to spend JOM funds on materials or programs that will enhance the academic success of the Indian students.

JICARILLA APACHE DEPARTMENT OF EDUCATION (JADE)

Question 61

Was the establishment of JADE to consolidate all Tribal education programs a good idea? Check one.

N	%	Answer
84	47	Yes
45	25	Probably
10	6	No
31	17	Don't know/No answer
8	5	No response
178	100	

About half of the Jicarilla Apache respondents felt that JADE's establishment was a good idea. Another quarter thought that it was probably so.

Sex. There was no difference between the responses of men and women.

Age. There were few noticeable differences in responses by age categories. The 36 to 45 age group held the largest proportion of people who felt JADE's establishment was not a good idea.

Summary. Overall, most respondents felt that JADE's establishment was a good idea to some degree.

Question 62

Where do you think JADE should concentrate its efforts? Check one.

N	%	Effort
126	71	Work with Tribe, School, BIA and other agencies to improve and advance all areas and levels of education.
21	12	Work only with Tribal education programs
4	2	Other (Please specify):_____
20	11	Don't know/No answer
7	4	No response
178	100	

Most Jicarilla Apaches felt that JADE should work with all educational agencies to improve their performance. Of those who commented on the "Other" alternative, two thought JADE should work directly with students to assist them in their education, one wrote that JADE should start a tribal school, and one wrote that JADE should work "all together to help each other."

Sex. Men were less likely than women to suggest that JADE work only with Tribal education programs. On other responses, men and women had approximately the same representation.

Age. At least two-thirds of each age group thought that JADE should work with all education agencies to improve education for Jicarilla Apaches.

Summary. There seems to be fair agreement about which other agencies JADE should work with.

ADEQUACY OF TRIBAL PROGRAMS

Question 63

Are the current programs offered through the Tribe (such as Headstart, Day Care, JOM, Higher Education, Adult Education, JADE, Consumer Education, and Research and Development) adequate to meet your needs? Check one.

N	%	Answer
99	56	Yes
52	29	Somewhat
11	6	No
16	9	No response
178	100	

Over half of the Jicarilla Apaches questioned felt that the programs available to them were adequate for their needs. Thirty-five percent felt that the current programs were inadequate to some degree.

Sex. Men were more likely than women to feel that current programs were inadequate for their needs. Both sexes were equally represented on the first two choices.

Age. The oldest group was the most likely to feel that current programs could meet their needs. The 36 to 45-year-olds were the group most likely to feel that current programs were inadequate.

Summary. Although the majority feel that current programs are adequate for their needs, there is a fairly large group who seemingly would like to see additional programs put in place.

Question 64

If you answered "Somewhat" or "No" to Question 63, please explain.

There were a variety of answers from the Jicarilla Apache respondents who explained their feelings why existing programs were only somewhat adequate or inadequate to meet their needs. Several spoke of not knowing what programs and services were available, and better communication about programs with potential clients became the most dominant theme throughout the comments.

A number of comments related to the need for further educational or self-improvement opportunities. Four people asked for higher level and advanced classes; two asked for more on-site college courses. One person mentioned the need for a junior college. Several people spoke about wanting more vocational and training programs, specifically auto repair by one request. One person thought there should be more higher education funds available. Two people felt that Jicarilla language and culture should receive more attention. Another respondent felt that personal enrichment offerings would benefit a wide section of the community, including himself. The last comment related to education was to have more evening offerings, so that people who work during the day could take advantage.

The final three comments were geared to the programs overall. Respondents suggested that there be more staff, more people served, and more emphasis on local needs.

Because of the lack of other opportunities, there appears to be a great deal of reliance on Tribal social programs to meet the needs of the Jicarilla Apache respondents. The establishment of a clearing house and information center might assist in directing clients to the appropriate programs and seeing that comments of people not judging themselves adequately served be reviewed.

ADULT EDUCATION PROGRAM

Only those Jicarilla Apaches who have participated in the Adult Education Program were asked to respond to questions 65 to 69.

Since there was no comparable question to determine if they had indeed used the Adult Education Program, all responses were considered in the calculations. This developed a pool of 75 respondents.

Question 65

Do you think the present Adult Education Program is important to this community? Check one.

N	%	Answer
66	88	Yes
5	7	Maybe
1	1	No
3	4	Don't know/No answer
75	100	

Almost 90% of the Jicarilla Apaches who responded felt that the Adult Education Program was important to the community.

Sex. There was a nearly equal proportion of men and women represented in those who agreed with the question. Men were more likely to be uncertain, while the one "No" answer was from a woman.

Age. There was fairly equal support across all age groups for the Adult Education Program.

Summary. There seems to be consensus that the Adult Education Program is important to the Dulce community.

Question 66

Are the courses offered by the Adult Education Program meeting community needs? Check one.

N	%	Answer
35	47	Yes
27	36	Sometimes
5	7	No
8	11	Don't know/No answer
75	101	

Over three-quarters (83%) of the respondents felt that the courses offered were meeting community needs at least some of the time.

Sex. Men were somewhat more critical than women, showing higher proportions on the second and third choices.

Age. The youngest group (19 to 26) was the most critical, showing the least support on the first response and the highest on the second and third.

Summary. As a group, young Jicarilla Apaches seem to express needs that they feel are not being met through the Adult Education Program.

Question 67

Do the adult education teachers have a clear understanding of the subjects they teach?

N	%	Response
35	47	Yes
11	15	No
27	36	Don't know/No answer
2	3	No response
75	101	

Of those who felt they could rate the adult education teachers, over three-quarters (76%) felt that they had good understanding of the subjects they taught.

Sex. There were no differences between men's and women's ratings.

Age. The 27 to 35 and 46 and older age groups were the strongest supporters of the adult education teachers.

Summary. About one-quarter of the Jicarilla Apaches who rated the adult education teachers felt they did not have a clear understanding of the subjects they teach, and while there was a clear majority opposing this view, it should be reviewed.

Question 68

When would it be most convenient for you to attend adult education courses? Check one.

N	%	Time
18	24	Between 8:00 a.m. and 5:00 p.m. weekdays
30	40	After 5:00 p.m. weekdays
1	1	Weekends
17	23	Individually scheduled times
2	3	Other (Please specify):_____
3	4	Never
4	5	No response
75	100	

The largest group of respondents noted that after 5:00 p.m. on weekdays was the bst time for them to attend. Those who indicated "Other" noted that between 8:00 a.m. and noon (1) and between 1:00 p.m. and 4:00 p.m. (1) were their best times.

Sex. Men were as likely as women to agree to classes between 8:00 a.m. to 5:00 p.m. or after 5:00 p.m., but much less likely to select any of the other options.

Age. The youngest and oldest groups were the least likely to be available during the day. After 5:00 p.m. was a good time for at least a third of every age group.

Summary. There was no clear "best time" to hold classes. However, the alternative of after 5:00 p.m. on weekdays received the highest response.

Question 69

Which change would most improve the Adult Education Program? Check one.

N	%	Action
11	15	Better trained teachers
13	17	Better facilities for instruction
37	49	Expanded course offerings
0	0	Other (Please specify):_____
3	4	No change needed
8	11	Don't know/No answer
3	4	No response
75	100	

Expanded course offerings was the choice of almost half of the respondents to most improve the course offerings. One respondent wrote in "More courses with computers."

Sex. Men were more likely than women to suggest that better trained teachers would most improve the program, or that no change was needed. Both sexes were equally represented on other choices.

Age. Respondents 36 to 45 were more likely than other groups to suggest the program needed better teachers. Those 46 and older thought better facilities would be the most help, while the largest part of every other age group wanted expanded course offerings.

Summary. Expanded course offerings was the most requested change from the Jicarilla Apache respondents who utilize the Adult Education Program.

DAY CARE PROGRAM

Once again, only those currently utilizing the Day Care Program were requested to respond to questions 70 to 72, and, because of their placement in the questionnaire, only Jicarilla Apache parents who had children currently in Day Care were requested to respond. Several other people did answer the questions, but their answers were screened out using a double selection process based on their answers to questions 2 and 5. This meant that 18 parents who had children in Day Care but who were not Jicarilla Apache were excluded from rating the Day Care Program. This process left a final sample of eleven respondents.

Question 70

Is the current Day Care Program meeting your needs?

N	%	Answer
5	45	Yes
2	18	Sometimes
0	0	No
4	36	Don't know/No answer
11	99	

The Day Care Program seems to be meeting most of the needs of the parents who use it.

Sex. Men and women rate the Day Care Program much the same.

Age. There was no noticeable differentiation in the ratings when analyzed by age of the respondent.

Summary. Though support does not seem overwhelming, most respondent using the Day Care Program are finding that their needs are met.

Question 71

Does the current Day Care staff treat your children properly? Check one.

N	%	Answer
2	18	Yes
6	55	Sometimes
0	0	No
3	27	Don't know/No answer
11	100	

There is less certainty about whether children receive proper treatment from the staff than would want to be found. Only 18% felt their children were receiving proper treatment all the time.

Sex. Because of the small sample, the breakdown results become difficult to interpret. Only men chose the "Don't know" option. It appears that women may be slightly more critical than men of the Day Care staff.

Age. It appears that younger parents are more critical of the Day Care staff.

Summary. Some concern is expressed by these respondents about the way their children are treated at Day Care. Some follow-up is suggested.

Question 72

What changes would you like to see the most in the Day Care Program? Check two.

N	%	Changes
5	45	New facilities
0	0	Increased staff
3	27	More caring staff
3	27	Lower charges
1	9	Extended hours
5	45	More training for staff
0	0	Other (Please specify):_____
0	0	Other (Please specify):_____
0	0	None
1	11	Don't know/No answer
4	36	No response
22	200	

The totals are double because two responses were allowed. The most requested changes are new facilities and more Staff training, with a more caring Staff

and lower charges next. Because of the small sample, the question will be analyzed as a whole rather than taking each alternative separately.

Sex. Men were more likely than women to ask for lower charges and more training for the Staff. The person who asked for extended hours was a woman. The other two categories that were requested by a relatively large percent of the sample, new facilities and a more caring Staff, were chosen by men and women alike.

Age. The two youngest groups were the ones concerned about better facilities, while the two middle groups were the most concerned about additional Staff training. Other categories were not large enough to analyze.

Summary. Based on the parents' assessment of the treatment of their children and their recommendations for improvements, some changes in the Day Care Program should be seriously considered.

HEADSTART PROGRAM

Those Jicarilla Apache parents with children enrolled in the Headstart Program were asked to respond to questions 73 to 77. Once again a double selection process was used to allow only this group to answer. This procedure restricted the 8 respondents who were not Jicarilla Apaches but who did have children enrolled in Headstart from answering. This left a final sample of 24.

Question 73

Is the current Headstart Program meeting your needs? Check one

N	%	Answer
19	79	Yes
2	8	Sometimes
0	8	No
2	4	Don't know/No answer
1	0	No response
24	99	

The majority of Jicarilla Apache respondents with children enrolled in Headstart find that their needs are being met.

Sex. Men and women were equally represented in the majority, however, both answers that expressed some unmet needs were from women.

Age. Younger people were the most likely to say that the Headstart program met their needs.

Summary. The current program seems to be meeting the needs of the majority of its Jicarilla Apache users.

Question 74

Is the current Headstart Program meeting community needs? Check one.

N	%	Answer
19	79	Yes
3	13	Sometimes
0	0	No
2	8	Don't know/No answer
24	99	

The majority of respondents felt that the program was meeting community

needs as well as their own needs.

Sex. Men were slightly more critical of the program than women.

Age. All age groups felt that most of the community needs that could be were being met by the Headstart Program

Summary. These respondents feel that the Headstart Program is doing a good job for the community, as well as for themselves.

Question 75

Do you feel that your child is learning adequately in Headstart?
Check one.

N	%	Answer
17	71	Yes
5	21	Sometimes
1	4	No
1	4	Don't know/No answer
24	100	

The majority of Jicarilla Apache respondents felt that their children were learning adequately in Headstart.

Sex. Men and women were equally represented on the first two choices. The only respondent who felt that her child was not learning adequately was a woman.

Age. All age groups were well represented on the first answer, with the two youngest groups being the only ones represented on the second and third answers.

Summary. Most Jicarilla Apaches feel that their children in the Headstart Program are learning adequately.

Question 76

Do
Check one.

N	%	Answer
19	79	Yes
1	4	Sometimes
2	8	No
2	8	Don't know/No answer
24	99	

Most Jicarilla Apache parents feel that their children are treated properly in Headstart.

Sex. Females were the only respondents who were critical of how their children were treated by the Headstart Staff.

Age. The youngest group (19 to 26) was the only group of respondents that could be identified by age who were critical of the Headstart Program Staff.

Summary. Twelve percent of the respondents felt that the Headstart Staff did not always treat their children in a proper manner.

Question 77

What changes would you most like to see in the Headstart Program? Check two.

N	%	Changes
8	33	More qualified teachers
5	21	A formal curriculum
4	17	Year-round program
3	13	Extended hours
4	17	Other (Please specify):_____
1	4	Other (Please specify):_____
8	33	No changes needed
3	13	Don't know/No answer
12	50	No response
48	201	

The fact that a third of the parents noted that there were no changes needed is a high commendation of the Headstart Program and staff. The most requested changes are more qualified teachers and a more formal curriculum. Those who responded on the "Other" option listed better facilities, school on Fridays, and a more aggressive pursuit of funds by the Director.

Sex. Men were more likely than women to say that no changes were needed. Women were over-represented on all other choices.

Age. Younger people (less than 36 years old) were the most likely to suggest that no changes were needed. The other breakdowns by age were so small that analysis of them would be likely to misrepresent their importance.

Summary. Some changes in program and staffing were suggested, but also a large proportion of respondents said no changes were needed. The suggestions should be reviewed to determine which are feasible and would strengthen the program.

CONCLUSION

In response to a request by the Board of Education of the Dulce Public Schools, 301 residents of the Dulce Public School District completed a rather lengthy questionnaire, either through the interview process or, as occurred in most instances, by writing responses without an interviewer being present, to the questions contained in the questionnaire. A fairly representative number of questionnaires was completed by residents of all five sub-geographical areas of the Dulce community; there were, however, a disproportionately large number of women respondents, as well as a disproportionately small number of upper-age respondents.

The responses were data processed and analyzed at the University of New Mexico. Key response patterns are highlighted below.

FACTUAL INFORMATION ABOUT RESPONDENTS

Sixty-three percent of the persons completing the questionnaires were female and 37% were male. Eighty-five percent of the respondents were between the ages of 19 and 45, with 15% being 46 years old or older. Sixty percent of the respondents were Jicarilla Apaches; twelve percent were members of other tribes, while 14% were Spanish or Mexican, and 14% were Anglos.
Thirty-seven percent of the Jicarilla Apaches reported that they spoke Apache fluently and almost half of them stated they understand it clearly, yet the Apache language was reported as being used in only 22% of their homes. Because the questionnaires were more readily available to employed, rather than unemployed, residents this 22% figure is probably lower than actual conditions.

Eighty-one percent of the respondents said they had completed high school and nearly half indicated that they had acquired some college education. Of the several ethnic groups living in the Dulce area, Jicarilla Apaches stated that they had completed the least amount of schooling. Yet, the majority of

Jicarilla Apaches still had attained a high school education or better. Seventy-six percent of the respondents indicated they were employed, with 72% responding that they worked 20 hours or more per week.

The 301 respondents had children attending the following educational programs:

Daycare	- 10%
Headstart	- 12%
Dulce Elementary School	- 40%
Dulce High School	- 23%
St. Francis Elementary School	- 8%
No School	- 34%

JUDGMENTAL DATA ABOUT SCHOOLS

In general, counseling services were not rated very satisfactory. Respondents felt that the services provided were not very helpful or, in cases, not provided at all. Of most help to the respondents was the assistance provided in making application to post-secondary schools and colleges.

Two hundred and sixty-five respondents (of whom 121 were parents of enrolled students) graded the Dulce Elementary School, finding it generally performing an adequate job. Facilities, teachers, teaching methods, and bussing were rated better than most other surveyed items. Parent participation and discipline were rated lower and probably need attention.

Two hundred and fifty-two respondents rated the high school (of whom only 69 were parents of enrolled students). Once again, facilities and bussing received the highest ratings, while parent participation and discipline were the two items receiving low ratings.

Jicarilla Apaches indicated that they received most of their information about school operations from sources other than the school system.

Curricular Programs

The survey showed high support for offering a course in personal finance and there was moderate support for students beginning occupational training

courses in the 8th or 9th grade and for teaching students throughout the school system to be proud of their cultural heritage.

There was least support for teaching students about child rearing and the Native American language. Courses that were remembered as being more difficult were Geometry, Algebra, Spanish and Chemistry.

A great majority of the respondents supported the establishment of a substance abuse prevention program in the schools; this is both a curricular and a cocurricular concern.

Cocurricular Programs

Seventy-seven percent of the people surveyed felt that every student in grades one through twelve should be assigned homework. Most respondents felt that elementary students should spend up to 60 minutes doing homework each school night and high school students should spend between 30 and 90 minutes each school night. Seventy percent of the respondents said they helped their children with homework several times a week.

The great majority of respondents felt that organized sports and other extracurricular activities should be provided.

Problem Areas

Respondents believed that students who fail to secure an adequate education do so because of lack of motivation, self-discipline, and/or parental interest. Rated as serious student problems were the following:

High dropout rate
Low level of learning
Lack of parental interest
High absenteeism rate
Poor discipline
High rate of drug abuse
High rate of drinking
Lack of parental control
Poor student behavior

School and Community Goals

Almost all respondents felt it was very important that Dulce children graduate from high school and the majority recognized that parents have a primary resonsibility for their children's education. Survey respondents wanted students to succeed academically and to be prepared by the Dulce School System for further education or a good job.

They want the school system to teach basic skills.

JUDGMENTAL DATA ABOUT TRIBAL PROGRAMS

This part of the survey was answered only the the 178 respondents enrolled in the Jicarilla Apache Tribe. Respondents' answers indicated they had some difficulty in differentiating between which programs are offered by tribal government and which programs are offered by the Dulce Public School System. Two overriding themes evolved from the responses to this section of the survey. First, better communication needs to take place between the residents and the school system and tribal government. And secondly, tribal members want to have more opportunities for securing their education and for self-improvement purposes. Respondents believed there should be more research or effort concerning reducing the dropout rate, creating and improving remedial and alternative programs, and improving and expanding school counseling.

Supplemental Education Programs

Respondents indicated that JOM monies should predominately be utilized for school supplies and program improvements in Reading, Math, Language Arts, and Science.

Post-Secondary and Adult Education

There was strong support for the tribe allocating more scholarship funds and for awarding scholarships more fairly and objectively. Eighty-one percent

of the respondents felt that more college courses should be conducted in Dulce, with vocational training and business courses being preferred by over half of the respondents. There was strong support for college and adult education programs containing courses that were directly applicable to the needs of the community.

WRAP-UP

This community education needs assessment has generated considerable useful and significant data. It offers valuable guidance to both the school system and tribal government. The problems which have been identified are those quite normally found in school districts, particularly those of a multiethnic, rural, isolated nature.

In general, the school and the tribe were rated as doing a good job with, as might be expected, certain areas being identified as needing conscientious attention. The problems which seem to need the most immediate attention concern creating formal strategies for improving the communication between the school system and school district residents, and improving social behavior, and improving the educational climate.

A serious and no doubt long-term issue concerns the development and implementations of a process whereby the school system can best determine the extent to which native language and native culture are to be incorporated in the curricular and cocurricular programs of the school system. (It might be that an ethnographic-type research study could be utilized to best determine just what language and other cultural features ought to be integrated into the school's programs, and that curriculum planning assistance would then be needed to help the district implement the findings.)

The University of New Mexico compliments the Dulce School Board and its administrative staff for conducting this needs assessment survey. It constitutes

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a viable process for determining those school and community-related factors currently of greatest concern to the district's adult citizens, and should prove to be of considerable use to Dulce for several years to come.